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ICD

INTERNATIONAL CENTER
FOR THE DISABLED

The ICD Survey III: A Report Card on Special Education

Conducted for ICD – International Center for the Disabled
in Cooperation with
National Council on Disability
by Louis Harris and Associates, Inc.

Study No. 864009

THE ICD SURVEY III:
A REPORT CARD ON SPECIAL EDUCATION

Conducted For

ICD-International Center for the Disabled

New York, New York

In Cooperation With

National Council on Disability

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ICD-INTERNATIONAL CENTER FOR THE DISABLED

ICD-International Center for the Disabled, the first rehabilitation center in the United States, was founded in 1917 by the late Jeremiah Milbank to provide physical rehabilitation and vocational training to disabled World War I veterans.

Since that time, ICD has steadily broadened the scope of its services and the range of its programs. Today, as one of the nation's leading outpatient centers for comprehensive rehabilitation, ICD provides not only medical services, vocational evaluation, job training, and placement, but also speech and hearing services, programs for the aging and traumatically head injured, and psychosocial services.

As a rehabilitation partner of business and industry, ICD has pioneered new approaches to the retraining and placing in jobs of disabled people, and offers an outpatient treatment program for employees with alcohol and drug dependencies.

ICD sponsors professional internships and disseminates model programs and new services to other agencies, nationally and internationally. The Center's professional education courses draw participants from all over the country and from abroad, and have significant impact on the field of rehabilitation. In addition, the Bruce Barton Memorial Library/Information Center provides informational, educational and research-related reference materials and is the most comprehensive rehabilitation library/information center in New York.

In 1986, ICD, in cooperation with Louis Harris and Associates, Inc. and the National Council on the Handicapped*, conducted the first nationwide study of disabled Americans. In this study, 1000 disabled Americans nationwide were questioned as to their access to mainstream society and the barriers preventing full access. The ICD Survey of Disabled Americans was then followed in 1987 by the ICD Survey II: Employing Disabled Americans. Conducted in cooperation with the National Council on the Handicapped* and the President's Committee on Employment of the Handicapped, this report examines employer attitudes, policies, and experiences pertaining to the hiring, training, retention and job performance of disabled individuals. The present study, The ICD Survey III: A Report Card on Special Education, addresses the education of disabled Americans.

In each of its three areas of activity (1) patient/client services, (2) professional education, and (3) research, ICD holds a leadership position in the science and practice of rehabilitation.

Guided by a Board of distinguished professional and business leaders, ICD continues to serve disabled persons solely on the basis of need, without regard to race, color, religion, or ability to pay. Each year some 5,000 clients and patients are served and helped to achieve their optimum physical, emotional and vocational potential.

*Now, National Council on Disability

FOREWORD AND ACKNOWLEDGMENTS FROM ICD

ICD-International Center for the Disabled in cooperation with the National Council on Disability is proud to have made this survey possible. This nationwide survey is the most comprehensive study of special education to date because it includes evaluations of the special education system by educators, parents and students themselves. The survey identifies key areas in need of improvement in order to guide policy makers, educators, parents, disability advocates and disabled students in focusing their efforts towards improving the system.

This survey is an outgrowth of two previous studies.

The ICD Survey of Disabled Americans: Bringing Disabled Americans into the Mainstream, published in 1986, found that two-thirds of disabled Americans between the ages of 16 and 64 are not working. Of these 12.4 million people, 8.2 million want to work. In response to this finding, a second study, The ICD Survey II: Employing Disabled Americans was performed in 1987. In this survey only 43% of EEO officers reported that their company had hired a disabled worker during the previous year. Employers identified, "A lack of qualified applicants" as the chief reason that they have not employed persons with disabilities. The qualifications of disabled job applicants is many times a direct result of the success or failure of the education system and these findings prompted the performance of the present survey.

The findings of the special education survey illustrate that substantial progress has been made, over the past 15 years, in furthering the education of youth with disabilities. This progress often came about through the involvement of parents, both individually and through organized efforts.

Despite the progress made, it is clear that much work lies ahead. The results show that the goal of a "free and appropriate education" which meets the special, individual needs of the student with disabilities is still an elusive dream for many. The level of success of the schools in equipping disabled youth with the skills and knowledge needed to become productive, fully integrated individuals in our society is still below our hopes and expectations.

A study of this magnitude required the commitment, dedication and expert help of many individuals. We would particularly like to thank Jeremian Milbank, Jr. who perceived the need for nationwide, indepth analyses of issues affecting disabled Americans and who served as the impetus behind this series of studies.

We would also like to thank the National Council on Disability, particularly Mrs. Sandra S. Parrino, Chairperson; Mr. Paul Hearne, Executive Director and Ms. Kathy Roy, Children's Services Specialist for their invaluable guidance.

We are grateful to the following agencies for their support of this project: The Administration on Developmental Disabilities; The Social Security Administration; The Office of the Assistant Secretary for Special Education and Rehabilitative Services - U.S. Department of Education; The Children's Hospital, Boston, MA; The President's Committee on Employment of People with Disabilities - U.S. Department of Labor; Hoffman-La Roche, Inc. - Department of Community Affairs, and the J.M. Foundation.

Members of the ICD Survey Committee included John B. Wingate, Executive Director, ICD; Nina M. Hill, Ph.D., Survey Director; Thomas G. Mehnert, Assistant Survey Director, and Mary E. Boyd, Research Analyst.

We gratefully acknowledge the expertise contributed by distinguished educators, rehabilitation researchers, policy makers and concerned parents in the development of this survey. Their names are listed below. It has once again been our pleasure to work with Louis Harris and Associates. As expected, they have provided us with valuable insights into a critical issue affecting the lives of disabled Americans.

In many ways, this survey has raised as many questions as it has answered. It is our hope that this report will inspire other researchers to closely examine the system and confirm or refute the study findings. While every attempt was made to control for disability type, geographic region and size of school district it is reasonable to assume that some response bias was introduced, as in any self selection survey of this type. It is our wish, therefore, that this report be viewed as one step in the ongoing process of insuring a high quality education for all students regardless of disability.

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INTRODUCTION

This report describes the findings of a three-part survey of public school educators, students with handicapping conditions*, and parents of handicapped students about how special education systems serve the needs of handicapped students.

This is the first nationwide survey to include evaluations of the special education system by different "actors": educators, parents, and handicapped students themselves. It is hoped that this survey will provide policy makers, disability advocates, education leaders, parents, and teachers, with sound information on which to base decision-making.

Specifically, the survey provides:

-- The most comprehensive nationwide assessment of the effects of federal laws to provide all handicapped children a free and appropriate public education and to protect their rights.

-- The degree to which parents, educators, and youth are satisfied with how the schools are meeting the needs of handicapped children and youth.

-- A comprehensive comparison of how parents and educators evaluate the quality of education, related services, and post-secondary planning for handicapped students.

-- Assessment of educators' training and experience in special education.

-- Measures of parent involvement with the special education process, including their knowledge of their child's and their own rights, participation in the IEP process, and their participation in organized parental support groups.

-- Measures of the effects of integration on handicapped students' educational performance, self-esteem and social skills as well as measures of the effects of integration on non-handicapped students.

*The term "students with handicapping conditions" or "handicapped students" is used throughout the report instead of "students with disabilities" because it is the language used in the Education of the Handicapped Act, Part B of Public Law 94-142 The Education For All Handicapped Children Act.

-- Comparisons of parents' and educators' perceptions of barriers to quality education for handicapped students, and their suggestions for future improvement.

The survey was designed and conducted by Louis Harris and Associates, working under the sponsorship of ICD-International Center for the Disabled in cooperation with the National Council on Disability.

The Samples

A total of 702 educators, consisting of school district directors of special education, school principals, regular classroom teachers, and special education teachers, were interviewed by telephone from September 30 to November 17, 1987 from the Harris firm's central survey facility located in Rockefeller Center in New York City. Each of the four samples were drawn to be representative of each educator category; and the report compares responses from district directors, school principals, regular classroom teachers, and special education teachers.

Interviews with 1,000 parents of handicapped children who are currently or were recently enrolled in the public school system and 200 handicapped youth were also conducted by telephone from the Harris central facility between February 1 and June 4, 1988. The sample of the parents was designed to obtain an adequate number of cases in each of the ten disability types defined in The Education For All Handicapped Children Act. The data was then weighted to bring the sample in line with the estimates of the 1987 U.S. Office of Special Education and Rehabilitative Services report. A detailed methodology and a copy of each of the three questionnaires used in the survey are included at the back of this report.

A Note on Reading the Tables

An asterisk (*) on a table signifies a value of less than one-half percent (0.5%). A dash (-) represents a value of zero. Percentages may not always add up to 100% because of computer rounding, multiple answers from respondents, or the elimination of "no answers." The base in all tables reflects the size of the group before weighting. All percentages are from the weighted data sets. Readers should avoid trying to calculate precise, unweighted cell-size from the tables.

Public Release of Survey Findings

All Louis Harris and Associates surveys are designed to adhere to the code of standards of the Council of American Survey Research Organizations (CASRO) and the code of the National Council of Public Polls (NCPP). Because data from the survey will be released to the public, any release must stipulate that the complete report is available.

Project Responsibility

The director of this project at Louis Harris and Associates was Humphrey Taylor, President. The chief analyst was Xiaoyan Zhao, Ph.D., Research Associate. She worked under the supervision of Louis Genevie, Ph.D., Vice President.

Louis Harris and Associates would like to thank ICD-International Center for the Disabled for commissioning this research. In particular we would like to thank Dr. Nina M. Hill, Thomas G. Mehnert, and Mary E. Boyd of ICD-International Center for the Disabled. We are also greatly in debt to the many other people who contributed to the development of the questionnaire. However, responsibility for topics, wording of questions, findings and their interpretation rests solely with Louis Harris and Associates.

EXECUTIVE SUMMARY

Several of the key findings in this survey are encouraging; others show that special education needs improvement. For example, handicapped children appear to be receiving a far better education today than they were 10 or 12 years ago. Most parents of handicapped children have fought to get the education their children need, but are now reasonably satisfied with their children's education. However, the survey also shows that the public school system is still not adequately preparing most handicapped children for employment, for further education or for independent living, and suggests some specific improvements which could be made.

How the System Has Changed

1. Educators believe that the education of children with handicapping conditions has improved.

Since the passage of Public Law 94-142 The Education For All Handicapped Children Act in 1975, improvement has, they believe, been made in education for handicapped children in the public school system. Ninety-four percent of the educators surveyed agree that the education that children with handicapping conditions receive in school is better today than it was 12 years ago.

2. The majority of parents of handicapped children (77%) also report that they are satisfied with the special education system. However, when asked specifically about various services and programs, the proportion of satisfied parents decreases to varying extents. It is therefore important to focus on the specific components of special education and examine the characteristics of parents who comprise the quite sizable minorities who are underserved or dissatisfied.

Parental Experience and Knowledge of Their Rights

3. Only a small proportion of parents of handicapped children are knowledgeable about their rights. The majority of parents do not know what rights they and their children are guaranteed by law.

- About 61% know little or nothing about the 1973 Rehabilitation Act; the same percentage do not know about Public Law 94-142; and 85% have no knowledge about the Perkins Act.

4. Slightly more than half of parents (56%) report that they had to work hard to get the education their children needed.

- More than one out of three parents (36%) have considered filing complaints against schools, and 10% have actually done so;
- On average parents spend about 8 hours a week dealing with their child's education outside of school.
- One out of three parents obtain extra educational or therapeutic services for their children outside of school at an average annual cost of $1,166.

5. Although only a small percentage of parents (22%) currently belong to an organization to promote education for their handicapped children, the majority (73%) say that it is likely they would organize with other parents in the future.

- Parents of lower education and income levels and parents of students in separate classrooms are more inclined than others to organize.
- Although most parents feel comfortable contacting their child's school first if there is a problem, a sizable 44% of parents feel they need an individual independent of the school system to act as an advocate for their children's rights in school.

The Experience and Preparation of Educators

6. Thirteen years after the passage of P.L. 94-142, the majority of both principals and teachers have not had adequate training in special education, and many are not very confident in making decisions concerning handicapped children.

- Regular classroom teachers, on average, have between 3 and 4 handicapped students in class for all or part of the day, yet only 40% of these teachers have had training in special education and only 32% are very confident about making decisions about the handicapped students.

- Similarly, only 45% of school principals have received special education training, and only 57% of principals are very confident about making decisions about the handicapped students.

- In addition, 22% of regular classroom teachers were not aware that they would be working with handicapped students before the school year began.

7. A substantial number of educators, e.g., 38% of regular classroom teachers and 30% of district directors of special education, report that there are handicapped students who are either not identified as handicapped or who are not receiving services.

Evaluating the School System

8. Most parents give their children's schools positive ratings on key criteria:

- The attitude of educators toward parents of handicapped children (76%);

- Physical access to school facilities (73%); and

- Efforts to integrate handicapped and non-handicapped children in school activities (70%).

9. Educators agree with parents in terms of the rank ordering of various aspects of special education, although they generally tend to be more positive than parents.

10. Preparing handicapped students for work or further study beyond high school receive the lowest ratings both from parents and educators.

- Only 11% of parents and 15% of educators say that the schools do an excellent job in preparing students for jobs after high school.

- Only 15% of parents and educators say that the schools do an excellent job in preparing students for education beyond high school.

11. Educators and parents agree on the most difficult problems confronting special education: lack of funds, lack of teacher expertise and qualification, and lack of individual attention to students.

Related Services

12. The majority of handicapped students who need special services receive at least some of them, and their parents are generally satisfied with the services. However, sizable minorities do not receive all of the services that they need.

- Thirty-two percent of those who need psychological counseling; 23% of those who need classroom aides; and 20% of those who need physical therapy do not receive these services.
- In general, suburban schools, junior high and high schools, and schools in wealthier school districts are most likely to provide services for handicapped children.

Education Quality Comparisons
and Presentation of Material

13. The majority of educators (94%) have modified their teaching procedures to adapt to the special needs of handicapped students. Not quite as many educators (84%), especially those in regular classrooms (75%), have modified testing procedures.

14. Majorities of handicapped students say that they find schoolwork interesting (78%) and teachers helpful (88%). Most parents (81%) report that their children can understand the presentation of academic material.

15. However, significant minorities of parents think that the quality of their children's education is worse than that of non-handicapped children. For example:

- Eighteen percent of parents say that the quality of academic programs is worse for handicapped students (7% of educators agree);

- Seventeen percent of parents say that the quality of non-academic programs is worse (a comparable 13% of the educators also think so);

- Sixteen percent of parents report that schools do not encourage handicapped students effectively (as do 6% of the educators).

16. Educators agree that, compared to non-handicapped students, the schools are less successful in preparing handicapped students with important skills and knowledge.

- Twenty-six percent say that the schools are less successful in preparing handicapped students for social interaction.

- Forty-two percent say that the schools are less successful in equipping handicapped students to go on for further education or training.

- Thirty-one percent say that compared to non-handicapped students, the schools are less succesful in preparing handicapped students to obtain employment.

Educational Settings and the Appropriateness of Mainstreaming

17. Public Law 94-142 requires that handicapped students be provided, "a free and appropriate education in the least restrictive environment." The survey finds that:

- Learning disabled (70%), speech impaired (59%), and visually handicapped children (59%) are the most integrated into regular classrooms.

- Emotionally disturbed (31%), mentally retarded (12%), and multi-handicapped students (9%) are the least integrated into regular classrooms.

18. Most parents of children in regular classrooms say that the current extent of integration is best for their children (74%). However, 7% of parents with children in regular classrooms say that less integration would be best for their children.

Forty-one percent of parents of children in separate classrooms say that more integration would be best for their children. However, 5% of parents

of children in separate classrooms say that less integration would be best for their children.

19. Eleven percent of children feel that they are not placed in the right classrooms.

20. Fifty-three percent of special education teachers report that mainstreaming or integration has been "very helpful" for handicapped students compared to 36% of regular classroom teachers who categorize it as being "very helpful".

The Impact of Mainstreaming on Non-Handicapped Children

21. Educators see positive effects of mainstreaming on non-handicapped children.

- Twenty-nine percent say that non-handicapped children show greater acceptance and tolerance for handicapped students.
- Twenty percent say that non-handicapped children have greater understanding of difficulties facing handicapped students.
- Thirty-four percent of educators report having seen no effects on non-handicapped children as a result of mainstreaming.

Social Interaction

22. Most handicapped students have made friends with their handicapped as well as non-handicapped peers. Ninety-seven percent of children say that they are friends with other students at school.

- Among handicapped students, 55% have friends with handicaps and 92% have friends who do not have handicaps.
- Although the majority of handicapped students (97%) make friends at school, many of them (42%) are teased by their fellow students more than other children. Children in regular classrooms are less likely to be teased as compared to children in separate classrooms in regular schools (37% vs. 48%).

- According to educators, about one fifth of the schools have not taken measures to deal with the teasing of handicapped students.

Individualized Education Plans

23. A large majority of parents report participating in the process of Individualized Education Plans, which structure educational services according to handicapped children's individual needs.

- Seventy-nine percent of parents interviewed have attended IEP meetings, with an additional 2% reporting attendance by the other parent or a social worker.
- Ninety-two percent of those who have attended meetings feel that they were able to express themselves openly.
- Seventy-three percent of parents say that they have contributed to the development of IEP objectives for their child.
- Eighty-six percent of parents say that their child's IEP was written in language they could understand, and 81% say that they are informed of their child's progress.

24. However, parents are not as sanguine in reporting whether IEP goals are properly carried out and in rating the effectiveness of the IEP planning committees.

- Only 71% of parents, as compared to 91% of educators, say that IEP objectives are properly carried out.
- Only 38% of parents say that their child's IEP planning committee is very effective in monitoring his/her education and progress.
- Twenty-six percent of parents say that they do not receive sufficient information concerning their child's progress.

Transitional Assistance and Job Counseling

25. For a majority of handicapped students aged 17 or over, transition plans designed to assist them in moving from school to work have not been made part of the IEP.

- In addition, only 33% of the parents with children aged 17 or over who have post-secondary transition plans say these plans were carried out.

26. Less than half of the students aged 17 and over have received counseling concerning employment or further educational plans:

- Forty percent have received job counseling and placement;
- Forty-three percent have had contact with a vocational rehabilitation agency; and
- Thirty-five percent have received preparation for further education.

27. Educators and parents have different perceptions of how effective transition plans are for handicapped students. However, substantial numbers of both educators and parents feel that the schools could be more effective in assisting handicapped students during times of transition.

- Eighty percent of educators say that transition from elementary to junior high and high school is effective, and 63% say that transition from school to work is effective. However, only 60% of parents say school transition is effective; and only 43% say that transition from school to work is effective.

Changes for the Future

28. Parents and educators agree on future priorities to improve special education including:

- Increased funding;
- Increased individualized attention to handicapped students;
- Increased cooperation between special education and regular teachers;
- Disability awareness for educators;
- Improved vocational programs and preparation for higher education;
- Increased parental involvement;
- Organized parental support; and
- Information centers for parents outside the school.

29. Based on the findings from this survey, the following areas have been identified as key areas for improvement:

- Teacher Training. Currently almost half of regular classroom teachers have more than two handicapped students in class for all or part of the day. Only half of these teachers have had special education training and only 42% feel very confident in making decisions regarding handicapped students.

- Improved Identification Processes and Delivery of Services. Thirty-eight percent of regular classroom teachers report that there are handicapped students in their classrooms who are either not identified as handicapped or not receiving services.

- Parental Knowledge and Involvement. The majority of parents do not know what rights they and their children are guaranteed by law. Sixty-one percent say that they know little or nothing about P.L. 94-142. Currently only 22% of parents belong to organizations which focus on special education although 73% express an intention to organize.

- Post Secondary Transition Plans. For 47% of students age 17 or over, transition plans have not been made part of the IEP. Of these who have had such plans developed only 33% report that they have been carried out.

- Individualized Education Plans. Thirty-two percent of parents say that they were not informed by their child's school about IEP meetings with another 10% saying that IEP meetings are not offered by the school. Twenty percent of parents say that IEP goals are not properly carried out and only 38% of parents say that the IEP planning committee monitors their child's progress very effectively.

- Supplementing Related Services. One out of three parents supplement related services outside of the school system at an average cost of $1,166 per year.

CHAPTER 1: THE DEMOGRAPHY OF STUDENTS WITH HANDICAPPING CONDITIONS

The 10th Annual Report to the Congress on the Implementation of the Education of the Handicapped Act indicates that approximately 4.4 million handicapped students are served by special education programs in the public school systems. This chapter describes key characteristics of 1,000 handicapped students whose parents were interviewed for the current survey.

Measures of Disability

Disability categories of the 1,000 handicapped students as identified by the school reflect the distribution of disability types nationally since the current survey sample was weighted accordingly (Table 1-1).

Whereas the school system reports the primary disability category of each student, parents, when asked whether a disability applies to their children, indicate more than one disability for their children. For example, according to the school system, 43% of the 1,000 handicapped students are categorized as learning disabled, but a higher 70% are reported by their parents as learning disabled. Based on the parents' report, 46% of students are speech impaired, 19% are emotionally disturbed, 13% are either deaf or hearing impaired, 12% are orthopedically handicapped, and another 12% are visually handicapped. All these figures are higher than the figures of disability categories reported by the school.

Observation:

The percentage differences in parents' and schools' report of disability types are most likely due to a methodological difference. The school system reported disability categories based on the primary handicapping condition of each student, whereas parents cited all handicapping conditions that apply to their children.

According to parents, 34% of students are slightly disabled, with 38% classified as moderately disabled. Twenty-two percent of students have somewhat severe disabilities and 6% have very severe disabilities. There are more male handicapped students (65%) than female handicapped students (35%).

Seventy-six percent of handicapped students do not have any family members with handicaps. Those with handicapped family members report handicapped siblings (17%), fathers (3%), or mothers (4%).

Identification of Disability and Initiation of Special Education Services

Ten percent of children were identified as having disabilities at birth, 30% were identified after birth but before 3 years of age, 56% were identified during later childhood (4-11 years of age), and 4% during adolescence (12-19 years of age).

Thirty-seven percent of handicapped children started special education when they were 5 years old or younger; 20% started it at 6; another 37% between 7 and 11 years of age; and 5% started to receive special education at age 12 or older.

Table 1-2 shows that the earlier a child's disability was identified, the earlier the child started to receive special education. Yet among those whose disability was identified at birth, 12% did not receive special education until the age of 6, 12% began special education between 7 and 11, and 6% began after the age of 11. Among those who were identified as having disabilities after birth but before the age of 3, 22% did not receive special education until after they reached age 6.

More than half of handicapped children (53%) were referred to special education services by the school system with smaller proportions referred by parents (34%) or doctors (17%).

About half of handicapped students (51%) are placed in regular classrooms for all or part of the day in the public school system; 41% are in special classes in regular schools; only 7% are in special/separate schools.*

Observation:

It is hoped that Child Find programs and preschool intervention will address the apparent gaps between recognition of a disability and intervention by the school system.

* The 10th Annual Report to the Congress on the Implementation of the Education of the Handicapped Act (1988) reports that 67% of handicapped children are in regular classrooms or resource rooms, 25% are in separate classrooms, and 8% are in separate schools or facilities.

Table 1-1

A PROFILE OF THE SAMPLE OF 1,000 HANDICAPPED CHILDREN
BY KEY MEASURES OF DISABILITY AND SPECIAL EDUCATION EXPERIENCE

(Parents' Sample)

Base	Unweighted 1,000 #	Weighted 1,000 %
Age		
11 and under	525	54
12-14 years	176	18
15-17 years	191	18
18 and over	108	9
Gender		
Male	618	65
Female	382	35
Disability Categories Reported By School		
Learning disabled	138	43.0
Speech impaired	109	25.9
Emotionally disturbed	111	8.6
Mentally retarded	153	15.7
Orthopedically handicapped	137	1.3
Visually handicapped	81	.6
Hard of hearing	110	1.5
Other health impaired	59	1.3
Multi-handicapped	97	2.0
Deaf and blind	5	*
Disability Reported By Parents (Multiple Responses)		
Learning disabled	583	70
Speech impaired	491	46
Emotionally disturbed	168	19
Mentally retarded	232	16
Orthopedically handicapped	279	12
Visually handicapped (1)	213	12
Hard of hearing (2)	169	11
Other health impaired	250	20
Multi-handicapped	109	4
Deaf (2)	58	2
Deaf and blind	8	*
Disability Severity		
Slight	213	34
Moderate	361	38
Somewhat severe	265	22
Very severe	156	6

(Continued)

Table 1-1 (Continued)

A PROFILE OF THE SAMPLE OF 1,000 HANDICAPPED CHILDREN
BY KEY MEASURES OF DISABILITY AND SPECIAL EDUCATION EXPERIENCE

(Parents' Sample)

Base	Weighted 1,000 %
Handicapped Family Members (3)	
Father	3
Mother	4
Sibling	17
No one	76
Age at Which Disability Identified	
At birth	10
Early childhood (0-3 years)	30
Preschool and later childhood (4-11 years)	56
Adolescence (12-19 years)	4
Reference for Special Education Services	
School system	53
Mother	29
Father	5
Pediatrician/doctor/specialist	17
Other	4
Start of Special Education	
5 or under	37
6 years	20
7-11 years	37
12 or over	5
School Placement (4)	
Regular classroom	51
Special classroom	41
Separate school	7

*Less than 0.5%.

Note: (1) Of all children parents say are visually handicapped or deaf and blind, 77% mainly use print, 2% mainly use Braille, and 11% mainly use tape.

(2) Of all children parents say are deaf, hard of hearing, or deaf and blind, 10% mainly communicate by sign language, 67% by speech, and 32% by total communication including lipreading.

(3) Family member disabilities include: learning disability (49%), speech pathology (16%), physical disability (9%), mental disability (9%), emotional disability (8%), and hearing disability (6%). These percentages are based on families with other members with handicaps.

(4) See Tables 5-2-A, B & C for more details of school placement.

Q.F3, QF5-P

Parents

Table 1-2

START OF SPECIAL EDUCATION BY
AGE AT WHICH DISABILITY WAS IDENTIFIED

Q.: When was your child's handicap, disability, or health problem first identified?

Q.: At what age did your school system begin providing special educational services to your child?

		Age At Which Disability Was Identified			
	Total	At Birth	Early Childhood	Pre-School and Later Childhood	Adolescence
Base:	1,000	199	422	349	31
Start of Special Education	%	%	%	%	%
5 or under	37	67	61	21	-
6 years	20	12	15	25	-
7-11 years	37	12	19	53	21
12 or over	5	6	3	2	74

CHAPTER 2: PARENTAL KNOWLEDGE AND INVOLVEMENT

Parents of handicapped children played an important role in the passage of Public Law 94-142 in 1975. This chapter examines the role parents now play in their children's education, their knowledge of their rights, their membership in related organizations, and their efforts in improving their children's education.

Knowledge of Laws Relating to the Rights of Handicapped Children

This survey asked parents of handicapped students how much they know about what rights Section 504 (Section 504 of the 1973 Vocational Rehabilitation Act, Public Law 93-112), Public Law 94-142 (the 1975 Education for All Handicapped Children Act), and The Perkins Act (Section 204 of the 1984 Perkins Act, Public Law 98-524) give their children as students with handicaps. The following paragraphs briefly summarize the essence of the three laws.

Public Law 93-112, Section 504 of the 1973 Vocational Rehabilitation Act states that no otherwise qualified handicapped individual in the United States shall solely by reason of his or her handicap be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance.

It is the purpose of Public Law 94-142 to ensure that all handicapped children have available to them a free, appropriate public education provided in the least restrictive environment which emphasizes special education and related services designed to meet their unique needs.

The Perkins Act requires that handicapped and disadvantaged individuals have equal access to the full range of vocational programs available to non-handicapped and non-disadvantaged individuals, including occupationally specific courses of study, cooperative education, and apprenticeship programs and the support services necessary for their successful completion.

Most parents of handicapped children do not know their rights under these three laws. About 61% know little or nothing about Section 504 of the 1973 Rehabilitation Act or about Public Law 94-142. Eighty-five percent do not know what rights they have under the Perkins Act (Table 2-1-A).

Table 2-1-B shows that parents of learning disabled and emotionally disturbed children are the least likely to know their rights under P.L. 94-142.

Blacks and those with lower education and income levels also tend to know less about this important law.

Observation:

> These findings strongly suggest that most parents do not know what services their children are entitled to, or how to go about obtaining these services. It is therefore likely that parents who are not aware of their rights will have a lower set of expectations for the performance of the school system.

Organizations Parents Belong to

Currently, only 22% of parents belong to organizations that promote or provide information about the education of handicapped children (Table 2-2). Parents of mentally retarded, visually handicapped, and multi-handicapped students are more likely to be members of these organizations (42%, 41%, and 37%, respectively). Parents with higher education and income levels and parents who are knowledgeable about Public Law 94-142 are also more likely to belong to organizations than others. As shown in Table 2-3, 70% of those who currently do not belong to organizations say they would like to organize with other parents

of handicapped children; among these parents, those with lower income and education levels are more likely to express an intention to organize, as are parents of children in separate classrooms. These patterns are true for both parents who are currently members of organizations and those who are not.

Asked to which organizations they currently belong, parents most frequently mention the Association for Retarded Children (20%), the Association for Children and Adults With Learning Disabilities (12%), the Spina Bifida Association (3%), and various parent support groups (10%) (Table 2-4).

Efforts in Improving Children's Education

As shown in Table 2-5-A, slightly more than half of the parents (56%) report that they had to work hard to get the education their child needs, and of these, 87% report that improvement came as a result of their efforts (Table 2-5-B).

- Parents of emotionally disturbed children are the most likely to have to work hard (65%), and parents of speech impaired children are the least likely to do so (39%).
- Parents who are knowledgeable about Public Law 94-142 are more likely to have fought for their children's education (79%); as are parents who are members of groups promoting the rights of handicapped children (73%).

Observation:

Parents may be aware of the rights of their handicapped children in general without knowing the specific laws involved. Nonetheless, the findings show that those who know little about Public Law 94-142 are less likely to belong to support groups for parents and are less likely to fight for the education their child needs.

Involvement In and Outside of School

Most parents agree that their child's school does a good job in encouraging parental involvement in educational areas (78%) and in non-academic areas (63%), as shown in Table 2-6. However, 47% of parents also say their children's schools contact them only when there is a problem. A small but noticeable number of parents report another type of involvement: 4% say that they have to go to school at times to assist their children in activities such as bathroom attending and feeding (Table 2-7).

On average, parents of handicapped children spend about 8 hours a week dealing with their child's education outside of school (Table 2-8).

About one out of three parents obtain extra educational or therapeutic services for their child outside of school (Table 2-9-A). Parents of emotionally disturbed, orthopedically handicapped, and other health impaired children are most likely to do so (47%, 50%, and 44%, respectively). Although 22% of parents who seek additional services say that the services are free, parents who do pay report an average fee of $1,166 a year for such services (Table 2-9-B).

Q.42-P

Parents

Table 2-1-A

PARENTS' KNOWLEDGE OF THEIR RIGHTS

Q.: How much do you feel you know about what rights (READ EACH ITEM) gives your child as a student with a handicap -- a great deal, some, not so much, or nothing at all?

Base: 1,000		A Great Deal	Some	Not Much	Nothing
Section 504 (1973 Rehabilitation Act)	%	8	29	26	35
P.L. 94-142 (Education of All Handicapped Children Act)	%	10	29	23	38
Perkins Act	%	2	10	15	70

Q.42(b)-P Parents

Table 2-1-B

DEMOGRAPHIC PROFILE OF PARENTS
UNFAMILIAR WITH P.L. 94-142

Q.: How much do you feel you know about what rights P.L. 94-142 (Education for All Handicapped Children Act) gives your child as a student with a handicap -- a great deal, some, not so much, or nothing at all?

	Base		Not So Much/ Nothing at All
Total	1,000	%	61
Disability			
Learning disabled	138	%	71
Speech impaired	109	%	57
Emotionally disturbed	111	%	63
Mentally retarded	153	%	45
Orthopedically handicapped	137	%	48
Visually handicapped	81	%	57
Hard of hearing/deaf	110	%	47
Other health impaired	59	%	58
Multi-handicapped	97	%	44
Education			
Less than high school	101	%	80
High school graduate	364	%	68
Some college	280	%	63
College graduate, post-graduate	253	%	34
Income			
$15,000 or less	203	%	75
$15,001 to $25,000	198	%	66
$25,001 to $35,000	211	%	60
$35,001 to $50,000	223	%	53
$50,001 or over	147	%	45
Ethnicity			
White	879	%	58
Black	78	%	77
Hispanic	43	%	57

Q.34a-P

Parents

Table 2-2

PARENT'S PARTICIPATION IN GROUPS CONCERNED
ABOUT THE EDUCATION OF CHILDREN WITH HANDICAPS

Q.: Do you belong to any local or national groups that promote or provide information on the education of children with handicaps?

	Base		Yes
Total	1,000	%	22
Disability			
Learning disabled	138	%	19
Speech impaired	109	%	13
Emotionally disturbed	111	%	23
Mentally retarded	153	%	42
Orthopedically handicapped	137	%	29
Visually handicapped	81	%	41
Hard of hearing/deaf	110	%	29
Other health impaired	59	%	24
Multi-handicapped	97	%	37
Income			
$15,000 or less	203	%	14
$15,001 to $25,000	198	%	18
$25,001 to $35,000	211	%	18
$35,001 to $50,000	223	%	30
$50,001 or over	147	%	33
Education			
Less than high school	101	%	4
High school graduate	364	%	20
Some college	280	%	23
College graduate, post graduate	253	%	34
Knowledge of P.L. 94-142			
Great deal	142	%	52
Some	310	%	32
Not much/not at all	540	%	13

Q.35-P Parents

Table 2-3

PARENTS' INTENTION TO ORGANIZE WITH OTHER PARENTS
BY DISABILITY, SCHOOL PLACEMENT, AND DEMOGRAPHICS

Q.: How likely would you be to organize with other parents of children with handicaps -- very likely, somewhat likely, not very likely, or not likely at all?

	Base		Very/ Somewhat Likely
Total	1,000	%	73
School Placement			
Regular classrooms	420	%	67
Separate classrooms	440	%	80
Separate schools	124	%	71
Income			
$15,000 or less	203	%	87
$15,001 to $25,000	198	%	73
$25,001 to $35,000	211	%	71
$35,001 to $50,000	223	%	70
$50,001 or over	147	%	64
Education			
Less than high school	101	%	74
High school graduate	364	%	77
Some college	280	%	69
College graduate, post-graduate	253	%	69
Knowledge of P.L. 94-142			
A great deal	142	%	79
Some	310	%	82
Not so much/not at all	540	%	67
Current Membership in Related Groups			
Yes	287	%	83
No	712	%	70

Q.34b-P

Parents

Table 2-4

ORGANIZATIONS PARENTS BELONG TO

Base: Belong to a group that promotes or provides information on the education of children with handicaps

Q.: Which groups would that be?

Base	287 %
Association for Retarded Citizens	20
Association for Learning Disabilities	12
Parent support groups	10
Spina Bifida Association	3
Other	57

Q.36a-P

Parents

Table 2-5-A

PERCENT OF PARENTS WHO FOUGHT
TO IMPROVE THEIR CHILD'S EDUCATION

Q.: Did you ever have to fight to get your child the education (he/she) needs, or not?

	Base		Yes
Total	1,000	%	56
Disability			
Learning disabled	138	%	63
Speech impaired	109	%	39
Emotionally disturbed	111	%	65
Mentally retarded	153	%	61
Orthopedically handicapped	137	%	60
Visually handicapped	81	%	62
Hard of hearing/deaf	110	%	54
Other health impaired	59	%	63
Multi-handicapped	97	%	59
Knowledge of P.L. 94-142			
Great deal	142	%	79
Some	310	%	58
Not much/not at all	540	%	52
Membership of Related Groups			
Yes	287	%	73
No	712	%	51

Q.36b-P

Parents

Table 2-5-B

PERCENT OF PARENTS REPORTING IMPROVEMENT
AS A RESULT OF THEIR EFFORTS

Base: Did fight to get the education the child needs

Q.: Are things improved as a result of your efforts?

Base	585 %
Yes	87
No	11
Not sure	2

Q.4-P Parents

Table 2-6

PARENTAL INVOLVEMENT WITH THE SCHOOL

Q.: Please tell me whether you agree or disagree with each statement about your experience with your child's school.

Base: 1,000		Agree	Disagree	Not Sure
It does a good job of encouraging parental involvement in educational areas	%	78	20	1
It does a good job of encouraging parental involvement in sports, art, and other non-academic areas	%	63	33	4
It only contacts parents when there is a problem with their child	%	47	51	2

Q.31-P Parents

Table 2-7

PERCENT OF PARENTS WHO REPORT HAVING TO
GO TO SCHOOL TO ASSIST CHILD

Q.: Do you ever have to go to school to assist your child in activities such as self-care, feeding, bathroom attending, or not?

Base	1,000 %
Yes	4
No	95

Q.32-P Parents

Table 2-8

HOURS PER WEEK PARENTS SPEND
ON CHILD'S EDUCATION OUTSIDE OF SCHOOL

Q.: How many hours per week do you or other family members spend related to your child's education outside of school?

Base	1,000 %
0-1	9
2-4	25
5-9	32
10-14	19
15 and over	12
Mean	7.9

Q.33a-P Parents

Table 2-9-A

EXTRA EDUCATIONAL OR THERAPEUTIC SERVICES OUTSIDE OF SCHOOL

Q.: Do you go outside of school to get extra educational or therapeutic services for your child?

	Base		Yes
Total	1,000	%	33
Disability			
Learning disabled	138	%	33
Speech impaired	109	%	28
Emotionally disturbed	111	%	47
Mentally retarded	153	%	32
Orthopedically handicapped	137	%	50
Visually handicapped	81	%	30
Hard of hearing/deaf	110	%	30
Other health impaired	59	%	44
Multi-handicapped	97	%	38

Q.33b-P Parents

Table 2-9-B

AMOUNT OF MONEY PAID FOR EXTRA SERVICES

Base: Yes, went outside of school to get extra educational or therapeutic services

Q.: About how much did you pay for these services in the last year?

	Base 366 %
None	22
$1-$100	8
$101-$500	24
$501-$1,000	19
$1,001 and over	20
Refused/no response	7
Average (based on those having paid for services):	$1,166

CHAPTER 3: THE EXPERIENCE AND PREPARATION OF EDUCATORS

This chapter presents a profile (Table 3-1) of 702 educators (district directors of special education, school principals, classroom teachers, and special education teachers) interviewed for the current survey. The focus of the chapter is how prepared educators are to teach handicapped students, comparing the backgrounds and experiences of those in special education with those in general education.

Working With Handicapped Students

Table 3-2 shows that almost half of regular classroom teachers have more than two handicapped students in their classrooms for all or part of the day. Only 11% report having no handicapped students. On average, a regular classroom teacher has between 3 and 4 handicapped students in his or her class, and special education teachers have about 10 in their classes.

Sizable proportions of regular classroom teachers (22%) were not aware that they would be working with handicapped students before the school year began (Table 3-3). Thirty-eight percent of regular classroom teachers also report that there are handicapped students in their classes who are either not identified as handicapped or not receiving services (Table 3-4). Thirty percent of district directors of special education report that this applies to their schools. The level of school district wealth does not appear to affect the identification process in a systematic way (Table 3-4).

Observation:

> Teachers have reported that a substantial minority of handicapped children are unidentified and not receiving services. The educational system must respond to this staggering figure. Further, the high percentage of regular teachers having handicapped children in their classroom underscores the need for teacher training in special education.

Training, Qualifications and Background

Approximately one out of three educators overall have not received special education training (Table 3-5-A). Only 40% of regular classroom teachers have had training in special education, and 45% of principals have had training. That proportion rises to a slightly higher 51% for classroom teachers who have three or more handicapped students in their classes. Sixty-four percent of classroom teachers report having had in-service training to help them teach handicapped children (Table 3-5-B).

Ninety-nine percent of special education teachers and 86% of district directors have had special education training. Among principals and classroom teachers with special education training, between 32% and 36% report specific disability training, this proportion rises to 63% for district directors and 76% for special education teachers (Table 3-6-A). The kinds of categorical training mentioned most frequently include learning disability (62%), mental disability (27%), emotional disability (17%), and speech pathology (12%).

Special education teachers are more likely to have a degree beyond the bachelors degree (62%) than regular classroom teachers (48%). District directors of special education and school principals have comparable educational backgrounds (See Table 3-1).

On average, special education teachers have spent 4 years as regular classroom teachers and 11 years in special education. Regular classroom teachers have spent 14 years as regular classroom teachers and 3 years working in special education. Principals have had an average of 5 years and district directors 13 years working in special education.

While between 2 and 3 out of 10 teachers and principals have had some family experience with a handicapped child, 4 out of 10 district directors of special education have had such experience.

Desired Special Educational Training

Due to the special needs of handicapped students, educators have more variables to consider in the educational decision-making process for these students. But as shown in Table 3-7, only 66% of the educators say that they are very confident making these decisions. School principals and regular classroom teachers are less likely (57% and 32%, respectively) than special education district directors (84%) and special education teachers (87%) to say that they are very confident. Among classroom teachers who have three or more handicapped students, only 42% say they are very confident making decisions concerning these students. Elementary and junior high school teachers are less confident (58% and 59%) than high school teachers (65%).

Whether or not an educator has had special education training makes a difference in how confident he or she is in making decisions about handicapped students. Educators who have had special education training tend to be more confident (76%) than those without special education training (45%).

About half of school principals say that they need more background in special education in order to make appropriate decisions about handicapped students (Table 3-8). Sixty-six percent of regular classroom teachers say the same thing. Even for district directors and special education teachers, the majority of whom have had special education training, sizable numbers (25% and 31%) still say that they need more background to make appropriate decisions.

Observation:

Majorities of principals and teachers do not have sufficient training in special education, hence they are not very confident making decisions concerning handicapped students. Unless training in special education is extended to more principals and regular classroom teachers, handicapped students may not receive adequate education suited for their needs.

Table 3-1

A PROFILE OF THE SAMPLE OF EDUCATORS
(DISTRICT DIRECTORS OF SPECIAL EDUCATION, SCHOOL
PRINCIPALS, CLASSROOM TEACHERS, AND SPECIAL EDUCATION TEACHERS)

	Special Education District Directors	Principals	Regular Classroom Teachers	Special Education Teachers
Base	199	201	151	151
	%	%	%	%
School Location				
Urban	10	22	19	20
Suburban	27	24	20	22
Small town	27	25	34	36
Rural	36	28	26	22
School Level				
Elementary school	5	63	52	54
Junior high school	1	15	15	19
High school	8	12	24	20
(Overlapping levels)	86	9	9	7
Age				
Under 30	5	*	11	13
30-39 years	27	19	37	45
40-49 years	37	46	30	24
50 or over	32	33	23	19
Education				
Four-year college graduate	2	1	11	6
Some graduate credits	6	3	39	32
Master's degree	10	21	20	21
Credits beyond master's	68	63	26	40
Ph.D. degree	15	11	2	1
Average Years Working in Education	19	23	16	14
Average Years Working in Special Education	13	5	3	11
Average Years Working as a Regular Teacher	5	10	14	4

(Continued)

Table 3-1 (Continued)

A PROFILE OF THE SAMPLE OF EDUCATORS
(DISTRICT DIRECTORS OF SPECIAL EDUCATION, SCHOOL
PRINCIPALS, CLASSROOM TEACHERS, AND SPECIAL EDUCATION TEACHERS)

	Special Education District Directors	Principals	Regular Classroom Teachers	Special Education Teachers
Base	199	201	151	151
	%	%	%	%
Average Years Working as an Administrator	10	13	*	1
Parent of, or Family Experience With, a Handicapped Child				
Yes	41	26	26	30
No	59	74	74	70

*Less than 0.5%.

Q.8, Q.9-E Educators

Table 3-2

CLASS SIZE, NUMBER OF HANDICAPPED STUDENTS, AND PERCENTAGE OF HANDICAPPED STUDENTS* FOR CLASSROOM TEACHERS AND SPECIAL EDUCATION TEACHERS

Q.: How many students do you have in a typical class?

Q.: How many of these are handicapped?

	Regular Classroom Teachers	Special Education Teachers
Base	151	151
	%	%
Class Size		
Under 10	9	45
10-19	11	40
20-29	58	9
30 or more	21	3
(Mean)	23.2	11.5
Number of Handicapped Students		
0	11	3
1-2	40	5
3-5	30	19
6-10	10	37
11-15	5	21
16 or more	1	12
(Mean)	3.5	10.1
Percentage of Handicapped Students in a Class*		
5% or less	35	6
6%-10%	18	2
11%-20%	24	1
21% or more	20	92

*Percentage is calculated by dividing the number of handicapped students by the number of students in a typical class.

Q.10-E Educators

Table 3-3

PERCENTAGE OF CLASSROOM TEACHERS WHO KNEW THAT THEY WOULD HAVE HANDICAPPED STUDENTS BEFORE SCHOOL STARTED

Base: Classroom teachers with 1 or more handicapped students

Q.: Did you know you would be working with children who have handicaps before the school year started, or not?

Base	130
	%
Yes	77
No	22
Not sure	2

Q.11-E Educators

Table 3-4

PERCENTAGE OF HANDICAPPED STUDENTS NOT YET IDENTIFIED OR NOT RECEIVING SERVICES

Q.: Are there children in your (classroom/school/school district) that are not yet identified as handicapped, or not receiving services, or aren't there?

	Educator Type				Wealth of School District		
	Special Education District Directors	Principals	Regular Classroom Teachers	Special Education Teachers	Above Average	Average	Below Average
Base	199	201	151	151	139	283	261
	%	%	%	%	%	%	%
Yes	30	35	38	18	32	27	35
No	67	59	56	81	65	68	62

Q.6-E Educators

Table 3-5-A

SPECIAL EDUCATION TRAINING

Q.: Have you had any training in special education, or not?

	Base		Yes
Total	702	%	67
Educator Type			
District directors	199	%	86
Principals	201	%	45
Regular classroom teachers	151	%	40
Classroom teachers with 3 or more handicapped student	69	%	51
Special education teachers	151	%	99
School Level*			
Elementary school	296	%	59
Junior high school	85	%	67
High school	107	%	62
School Location			
Urban	124	%	66
Suburban	165	%	68
Small town	211	%	70
Rural	201	%	63

*Limited to those whose responsibilities are at these levels exclusively.

Q.22-E Educators

Table 3-5-B

IN-SERVICE TRAINING ON TEACHING HANDICAPPED CHILDREN

Base: Teachers only

Q.: Have you had any in-service training to help you teach children with handicaps, or not?

	Regular Classroom Teachers	Classroom Teachers With 3 Or More Handicapped Students	Special Education Teachers
Base	151	69	151
	%	%	%
Yes	64	77	91
No	32	22	9
Not sure	3	1	1

Q.7a-E Educators

Table 3-6-A

CATEGORICAL TRAINING IN SPECIAL EDUCATION

Base: Have had special education training

Q.: Was that categorical (disability-specific) or non-categorical training?

	Base		Categorical
Educator Type			
District directors	171	%	63
Principals	91	%	36
Regular classroom teachers	60	%	32
Special education teachers	149	%	76

Q.7b-E Educators

Table 3-6-B

KINDS OF CATEGORICAL TRAINING RECEIVED

Base: Have had categorical training

Q.: What kind of categorical (disability-specific) training was it?

Base	273
	%
Learning disability	62
Mental disability	27
Emotional disability	17
Speech pathology	12
Educable mentally handicapped	9
Behavioral disability	6
Educable mentally retarded	6
Hearing impairment	5
Physical disability	5
Gifted/exceptional	3
Other	14

Q.31-E

Educators

Table 3-7

CONFIDENCE OF EDUCATORS IN ABILITY TO
MAKE DECISIONS CONCERNING SPECIAL EDUCATION STUDENTS

Q.: How confident do you feel about your ability to make educational decisions concerning special education students -- very confident, somewhat confident, not too confident, or not at all confident?

	Base		Very Confident	Somewhat Confident	Not Too/ Not at All Confident
Total	702	%	66	31	3
Educator Type					
District directors	199	%	84	16	1
Principals	201	%	57	38	4
Regular classroom teachers	151	%	32	59	9
Classroom teachers with 3 or more handicapped students	69	%	42	54	3
Special education teachers	151	%	87	13	1
School Level					
Elementary school	296	%	58	38	4
Junior high school	85	%	59	34	6
High school	107	%	65	29	5
Special Education Training					
Yes	471	%	76	23	1
No	231	%	45	47	8

Q.42-E Educators

Table 3-8

SPECIAL EDUCATION BACKGROUND DESIRED BY EDUCATORS

Q.: How much background in special education do you think you need in order to make appropriate decisions about handicapped children -- more, less, or about the same as you have now?

	Base		More	About the Same	Less
Total	702	%	42	52	4
Educator Type					
District directors	199	%	25	63	11
Principals	201	%	50	48	1
Regular classroom teachers	151	%	66	32	1
Special education teachers	151	%	31	64	3

CHAPTER 4: PARENTS AND EDUCATORS ASSESS THE EDUCATIONAL EXPERIENCE OF HANDICAPPED CHILDREN

This chapter deals with how satisfied educators and parents are with the special education system. Specifically, it presents their evaluations of various aspects of the school system, including academic programs, related services, and accommodations made to serve the needs of handicapped students. It also discusses parents' and educators' perceptions of major problems with the special education system.

Changes Over Time

According to educators, the education of handicapped children has shown improvement since the passage of Public Law 94-142 in 1975. Compared to then, special education is believed by the vast majority (94%) to be better (Table 4-2). However, when comparing special education today to special education three years ago, fewer (82%) say special education today is better, while 5% believe it is worse and 12% say it is the same.

Satisfaction With the Educational Experience

As shown in Table 4-1-A, 86% of the educators say that they are either very or somewhat satisfied with the performance of the special education system. A somewhat smaller proportion of the parents (77%) report the same level of satisfaction. About 22% of the parents are somewhat or very dissatisfied with the special education system; and 8% of handicapped students say they hate their school life (Table 4-1-B).

Table 4-1-C shows the general satisfaction level of various parent groups:

- Parents of emotionally disturbed and visually handicapped students tend to feel more dissatisfied than average (35% and 29% vs. 22%).

- Parents of speech impaired and multi-handicapped children express the least dissatisfaction (14% and 12%).

- Parents of children with moderate disabilities show more dissatisfaction, compared to those with either slight or severe disabilities.

- Parents of children in separate classrooms in regular schools are more dissatisfied (27%) than parents of children in regular classrooms (18%) or separate schools (21%).

- Parents' knowledge of Public Law 94-142 or their membership in an organization concerning handicapped children is not related to their satisfaction level with the special education system.

Parents' Evaluation of Specific Aspects of the School System

The majority of parents say that the following aspects of the school system are either excellent or good for handicapped students (Table 4-3):

-- The attitude of educators toward parents of handicapped children (76%);

-- Physical access to school facilities (73%);

-- Efforts to integrate handicapped and non-handicapped children in school activities (70%); and

-- Cooperation between regular and special education teachers (68%).

Despite these generally positive ratings, sizable proportions of parents say that schools are only fair or poor in devoting enough time and staff to implement the special education curriculum (38%), providing programs for gifted and talented children with handicaps (32%), preparing students for higher education (32%), and preparing students for jobs beyond high school (31%).

Observation:

According to parents, schools have made progress in the more visible aspects of special education such as making facilities accessible for handicapped children and

integrating students in school activities. Parents are also satisfied with how components of the system are linked, i.e. cooperation between regular and special education teachers and attitudes of educators toward parents. But in developing quality education curriculum for special education, and in preparing students for work or study beyond high school, there is much room for improvement.

Here, as in other parts of the report, it is important to note that even though the majority is satisfied, a sizable minority of parents is not.

Educators' Evaluation of Specific Aspects of the School System

Educators are generally more positive than parents in their evaluation of various aspects of special education (see Table 4-3).

Preparing handicapped students for work or further study beyond high school receive the lowest ratings both from parents and educators (Table 4-3).

Most (67%) educators say that the availability of programs for gifted students with handicaps is less than excellent (i.e., good, fair or poor).

The wealth of the school district is an indicator, however imperfect, of the resources available to schools in that district. Table 4-4 shows that school districts with above-average wealth perform better than those with below-average wealth in all aspects of special education. In particular, schools in districts with more money are better able to make facilities physically accessible (56% vs. 41%), to provide programs for gifted students (33% vs. 16%), to prepare students for higher education (25% vs. 8%), and to prepare students to use community resources (33% vs. 18%).

Observation:

Although the survey did not address the issue of financial aid in special education directly, the findings suggest that schools in socio-economically disadvantaged communities are less likely to provide excellent special education for handicapped students.

Comparison of the Education of Handicapped and Non-handicapped Children

The majority of educators believe that the quality of school work for handicapped children is either equal to, or better than that for other children (Table 4-5-A). Seventy percent of the educators report that their schools give handicapped students equal encouragement to achieve and an additional 25% say that their schools are even better at encouraging handicapped students.

Parents, on the other hand, are somewhat less optimistic. While 78% of parents say that their child's school has equal or better academic programs for the handicapped children, 18% say that the quality is worse. This is compared to 7% of educators who say the quality is worse. Parents are also slightly more likely to say that the quality of nonacademic subjects is worse than the educators (17% vs. 13%). Sixteen percent of parents say schools are worse in encouraging handicapped students, compared to only 6% of educators.

Equal proportions of educators (15%) and youth (13%) report that handicapped students have fewer opportunities in extracurricular activities (Table 4-6-A and Table 4-6-B). It is possible that bus departure times may impact on opportunities for afterschool activities (see chapter 6).

As far as academic subject matter is concerned, children who are emotionally disturbed and mentally retarded are the most underserved groups according to parents. Table 4-5-B shows that parents of children with these handicaps are more likely to agree that the quality of academic education is worse for their children compared to that of other children in the school system.

Parents of children in separate schools and separate classrooms are more likely to say that academic programs are worse for their children than others (approximately 24%). This compares to 12% of parents of children in regular classrooms.

The same pattern holds true regarding non-academic programs: 9% of parents whose children attend school in regular classrooms say that non-academic programs are worse for their children. In contrast, 23% of parents whose children are in separate classes and 33% of those whose children are in separate schools report this.

A solid minority of educators say that compared with non-handicapped students, schools are less successful in providing handicapped students with skills and knowledge for social interaction (26%), employment (31%), and higher education (42%). Approximately 18%-31% of parents and students express the view that school preparation in these areas is not helpful for handicapped students (Table 4-7-A and Table 4-7-B).

Observation:

The fact that parents of children in regular classrooms are more positive about the quality of education than parents of children in separate classrooms or schools may be accounted for by other factors in addition to the educational setting. Those in regular classrooms, for example, may not be as severely disabled as those in separate classes. The type of disability may be another factor. However, it is clear that the quality of education in non-mainstreamed settings demands the attention of educators.

Related Services

Table 4-8-A lists various services parents say that their children have needed. At least half of the parents report that their children have needed speech/language therapy, diagnostic testing, hearing testing or services, and transportation between home and school. More than one-third of the students

have needed classroom aides, psychological counseling, and adaptation in physical education. As discussed in Chapter 2, 4% of parents report having to go to school to assist their child in activities such as bathroom attending and feeding.

Some of the services needed are not provided. Thirty-two percent of the students who have needed psychological counseling have not received it; 23% of those with a need for classroom aides do not have them; and 20% of those who need physical therapy have not received it. In addition, sizable minorities of students in need have not received other services such as occupational therapy (17%), social work services (15%), hearing testing and services (9%), etc.

Parents are most satisfied with the school transportation that their children have needed (87%); 80% of those needing school health services are also satisfied, as are 79% of those who have needed speech/language therapy.

Ninety-five percent of students using special services at school say that the services are helpful (Table 4-8-B). Thirty-seven percent, however, report having felt embarrassed about getting special help at school.

Observation:

> Although majorities of handicapped students who need special services receive satisfactory services, sizable minorities do not receive the services they need in order to achieve their full potential.

Accommodations and Modifications

On average, 76% of the educators say that their schools have purchased special equipment for handicapped students (Table 4-9-B). That proportion is lower for schools in urban areas (63%) and for elementary schools (66%). Whether or not a school is located in a wealthy district does not make a difference in this regard.

However, the level of resources a school district possesses does produce differences in schools' ability to provide classroom aides such as interpreters or readers for handicapped students. As shown in Table 4-9-C, 71% of schools in districts with above-average wealth provide such assistance, whereas only 57% of those in districts with below-average wealth do so. Educators report that schools in urban and rural areas provide classroom aides less often than those in suburban areas (60% and 58% vs. 70%). Providing aides to help students with personal care is also affected by where the school is located (Table 4-9-D). Here, too, suburban schools provide more help for handicapped students than schools in other areas.

A majority of students report that they have been moved closer to the blackboard (72%) and that they have tutors (58%). About one out of four say the school has provided an interpreter or someone who takes notes for them (Table 4-10).

Impact of Teaching and Testing Modifications

A large majority of the educators (94%) say that they have modified teaching procedures for handicapped children (Table 4-9-E). However, a smaller number report having modified testing procedures (84%).

Regarding modification of teaching procedures, there are no sizable differences between regular and special education teachers, between elementary, junior high, and high school teachers, or between different school locations.

However, differences with regard to modification of testing procedures are more discernible. As Table 4-9-F shows, urban and rural teachers are less likely to change testing procedures than teachers in suburban schools. Regular classroom teachers are also less likely to have modified testing procedures, although even among this group, 75% have modified their testing procedures.

Observation:

With increasing numbers of handicapped students being placed in regular classroom and regular school settings, the majority of teachers have modified their teaching procedures to adapt to the special needs of handicapped students. But not as many teachers, especially those in regular classrooms, have changed their testing procedures. Further research may be needed to find out if this is due to the pressure on public schools to administer systemwide and national tests.

According to parents, 81% of handicapped students can understand the presentation of academic material (Table 4-11-A). Seventy-eight percent of the students find schoolwork interesting, and 88% find teachers helpful with their special needs (Tables 4-12 and 4-13), although 39% have various suggestions for the school in order to help them understand their classwork (Table 4-11-C).

Fifty-nine percent of students say that their schoolwork is just right (Table 4-11-B), but for a sizable number of students, it is eithe too easy (18%) or too hard (19%).

Problems With Special Education

Parents and educators were given a list of possible problem areas and were asked to categorize whether they represented problems with their particular school/school district. Educators and parents agree on the most difficult problems confronting special education: lack of funds, lack of teacher expertise, and lack of individual attention (Table 4-14-A).

Combining those areas categorized by educators as being either major or minor problems within their school or school district, the following are listed in order of frequency of response (Table 4-14-A):

-- Lack of funds for special education (75%);

-- Lack of teacher expertise or training regarding children with handicaps (63%);

-- Lack of enough individual attention (63%);

-- Placement of handicapped children in inappropriate classroom settings (57%);

-- Lack of communication between the IEP Committee and classroom teachers (57%);

-- Relationship between special education teachers and regular teachers (57%) and;

-- Lack of leadership by school principals in promoting the equal education of handicapped children (44%).

The widest divergence in opinion regarding areas representing major problems is in the area of lack of individual attention. Twenty-five percent of special education teachers feel that this is a major problem compared to 10% of principals and 11% of district directors (Table 4-14-B).

Parents agree with the educators that lack of funds in their child's school or school district is the most difficult problem confronting special education (Table 4-14-A). Sixty-three percent rate inadequate funding as a major or minor problem. Non-handicapped student attitudes are seen as a major or minor problem by 61% of parents, lack of individual attention is seen as a major or minor problem by 58% of parents, regardless of the type of classroom setting their child has been placed in. Lack of teacher training is rated as a major or minor problem by 55% of parents.

Fifty-one percent of parents view lack of adaptations and related services as a major or minor problem. Almost half of parents (47%) rate poor attitudes of school staff as a major or minor problem. A substantial minority of parents (40%) rate the relationship between special education teachers and regular teachers as a major or minor problem.

Observation:

Funding in special education affects the capability of the system to provide a sufficient number of well-trained, qualified teachers in order to provide handicapped students

enough attention. Consequently, the three foremost problems in special education mentioned by educators and parents are interconnected. The problems of teacher training and individual attention will be difficult to solve unless more resources are allocated to special education.

Attitudinal and communication problems, on the other hand, will not be solved by more resources. Increased awareness of the special needs of handicapped students among principals, regular classroom teachers, as well as special educators would help.

Q.1b-P
Q.12-E

Parents
Educators

Table 4-1-A

PARENTS' AND EDUCATORS' SATISFACTION WITH THE SCHOOLS AND THE SPECIAL EDUCATION SYSTEM

Q.: And all in all, how satisfied are you with how the schools and the special education system are meeting the needs of your child (children with handicaps)? Would you say you are very satisfied, somewhat satisfied, somewhat dissatisfied, or very dissatisfied?

	Educators			
	Total	Those Who Have Had Special Ed. Training	Those Who Have Not Had Special Ed. Training	Parents
Base	702	471	231	1000
	%	%	%	%
Very satisfied	43	39	51	45
Somewhat satisfied	43	46	35	32
Somewhat dissatisfied	13	13	13	14
Very dissatisfied	2	2	1	8

Q.2-C

Students

Table 4-1-B

HANDICAPPED STUDENTS' SATISFACTION WITH THEIR SCHOOL LIFE

Q.: And, how satisfied (are/were) you with your school life overall? (Do/Did) you like it a lot, (is/was) it O.K., or (do/did) you hate it?

Base	200
	%
Like it a lot	39
O.K.	53
Hate it	8

Q.1b-P

Parents

Table 4-1-C

PARENTS' GENERAL SATISFACTION WITH THE SCHOOLS AND THE SPECIAL EDUCATION SYSTEM BY KEY MEASURES OF DISABILITY, SCHOOL PLACEMENT, AND DEMOGRAPHICS

Q.: And all in all, how satisfied are you with how the schools and the special education system are meeting the needs of your child? Would you say you are very satisfied, somewhat satisfied, somewhat dissatisfied, or very dissatisfied?

	Base		Very and Somewhat Satisfied	Very and Somewhat Dissatisfied
Total	1,000	%	77	22
Disability				
Learning disabled	138	%	75	25
Speech impaired	109	%	84	14
Emotionally disturbed	111	%	64	35
Mentally retarded	153	%	77	21
Orthopedically handicapped	137	%	80	20
Visually handicapped	81	%	72	29
Hard of hearing/deaf	110	%	81	18
Other health impaired	59	%	78	21
Multi-handicapped	97	%	87	12
Disability Severity				
Slight	213	%	86	13
Moderate	361	%	73	25
Somewhat severe	265	%	66	32
Very severe	156	%	81	19
School Placement				
Regular classrooms	420	%	81	18
Separate classrooms	440	%	72	27
Separate schools	124	%	77	21
Membership in Related Groups				
Yes	287	%	75	25
No	712	%	77	21
Knowledge of P.L. 94-142				
Great deal	142	%	79	20
Some	310	%	79	20
Not so much/not at all	540	%	75	24

Q.13-E

Educators

Table 4-2

EDUCATION OF HANDICAPPED CHILDREN TODAY
COMPARED TO 3 AND 12 YEARS AGO

Q.: Would you say that the education that children with handicapping conditions receive in school is better today or worse today than (READ EACH ITEM)?

Base: 702	Compared to 3 Years Ago %	Compared to 12 Years Ago %
Better	82	94
Worse	5	1
Same	12	1
Not sure	1	4

Q.2-P
Q.14-E

Parents
Educators

Table 4-3

RATINGS OF KEY ASPECTS OF SCHOOL/SCHOOL SYSTEM WITH REGARD TO STUDENTS WITH HANDICAPS

Q.: Now I am going to read you several aspects of public schools that can be judged. For each, please tell me whether you would rate your child's school excellent, good, fair, or poor?

Q.: Now, I am going to read you aspects of the school system that can be judged in regard to students with handicaps. For each, please tell me whether you would rate your (school/schools) excellent, good, fair, or poor.

Base		Parents 1,000			Educators 702		
		Excellent	Good	Fair/ Poor	Excellent	Good	Fair/ Poor
The attitudes of teachers and principals toward parents of children with handicaps	%	37	39	22	43	44	13
Accessibility of the school's physical facilities for handicapped students -- entering or within the school	%	32	41	20	48	30	21
The school system's effort to include children with and without handicaps together in school activities	%	30	40	26	59	33	9
The cooperation between regular and special education teachers	%	30	38	26	NA	NA	NA
Enough time and staff to implement the special education curriculum	%	21	39	38	NA	NA	NA
Availability of programs for gifted and talented children with handicaps	%	15	33	32	22	30	37
Preschool programs	%	23	23	22	NA	NA	NA
Preparing handicapped students to use community resources, such as transportation	%	NA	NA	NA	24	37	26
The degree to which most handicapped students seem motivated to learn	%	NA	NA	NA	17	57	24
The success of the school in preparing students for education beyond high school	%	15	32	32	15	41	28
The success of the school in preparing students for jobs after high school	%	11	32	31	15	38	29

Q.14-E

Educators

Table 4-4

PERCENT OF EDUCATORS RATING ASPECTS OF
SCHOOL SYSTEM AS EXCELLENT BY SCHOOL DISTRICT WEALTH

Q.: Now I am going to read you aspects of the school system that can be judged in regard to students with handicaps. For each, please tell me whether you would rate your (school/schools) excellent, good, fair, or poor?

	Percent Saying Excellent			
		Wealth of School Districts		
	Total	Above Average	Average	Below Average
Base	702	139	283	261
	%	%	%	%
Accessibility of the school's physical facilities entering or within the school	48	56	51	41
Availability of programs for gifted and talented children with handicaps	22	33	21	16
The attitudes of teachers and principals toward parents of children with handicaps	43	46	45	38
The success of the school in preparing students for education beyond high school	15	25	17	8
The success of the school in preparing students for jobs after high school	15	20	17	9
The school system's effort to include children with and without handicaps together in school activities	59	67	57	56
Preparing handicapped students to use community resources, such as transportation	24	33	25	18
The degree to which most of handicapped students seem motivated to learn	17	26	16	14

Q.11-P
Q.19-E

Parents
Educators

Table 4-5-A

EDUCATION OF HANDICAPPED STUDENTS
COMPARED TO NON-HANDICAPPED STUDENTS

Q.: Do you think that the education of your child, whatever the nature of the handicap, is equal, better, or worse than for non-handicapped students, in terms of (READ EACH ITEM)?

Q.: Do you think that the education of students with handicaps in your (school/school district) is equal, better, or worse than for non-handicapped students, in terms of (READ EACH ITEM)?

Base		Educators 702			Parents 1,000		
		Equal	Better	Worse	Equal	Better	Worse
The quality of non-academic subjects, such as physical education, music, and art	%	81	5	13	70	10	17
The quality of academic subject matter	%	78	13	7	62	16	18
Encouraging achievement	%	70	25	6	52	29	16
The use the school makes of standardized achievement tests	%	60	10	15	55	13	18

Q.11-P

Parents

Table 4-5-B

PERCENT OF PARENTS SAYING QUALITY OF SCHOOLWORK IS WORSE FOR HANDICAPPED CHILDREN

	Base		Academic Subject Matter Is Worse	Non-Academic Subjects Are Worse
Total	1,000	%	18	17
Disability				
Learning disabled	138	%	22	14
Speech impaired	109	%	6	6
Emotionally disturbed	111	%	25	23
Mentally retarded	153	%	25	33
Orthopedically handicapped	137	%	14	31
Visually handicapped	81	%	21	28
Hard of hearing	110	%	16	17
Other health impaired	59	%	15	32
Multi-handicapped	97	%	22	28
Disability Severity				
Slight	213	%	10	6
Moderate	361	%	17	18
Somewhat severe	265	%	32	27
Very severe	156	%	21	33
School Placement				
Regular classrooms	420	%	12	9
Separate classrooms	440	%	24	23
Separate schools	124	%	25	33
Child's Age				
11 and under	525	%	12	9
12 to 14 years	176	%	23	23
15 and above	299	%	26	27

Q.21(c,e)-E

Educators

Table 4-6-A

OPPORTUNITIES TO PARTICIPATE IN PHYSICAL EDUCATION AND AFTER-SCHOOL ACTIVITIES (HANDICAPPED STUDENTS VERSUS NON-HANDICAPPED STUDENTS)

Q.: Compared with non-handicapped students, do children with handicaps in your (school/school district) have the same opportunities, more opportunities, or fewer opportunities for (READ EACH ITEM)?

	Same Opportunity	More Oppor-tunities	Fewer Oppor-tunities	Not Applic-able	Not Sure
Extracurricular activities and after-school clubs and activities	78	1	15	5	*
Physical education	82	9	8	1	1

*Less than 0.5%.

Q.18-C

Students

Table 4-6-B

OPPORTUNITIES TO PARTICIPATE IN SCHOOL ACTIVITIES REPORTED BY STUDENTS

Q.: Compared to other students, (are/were) your opportunities to participate fully in school activities the same, better, or worse?

Base	200 %
Same	62
Better	21
Worse	13
Not sure	4

Q.15-E
Q.9-P

Educators
Parents

Table 4-7-A

SUCCESS OF SCHOOLS IN PREPARING HANDICAPPED
STUDENTS FOR SOCIAL INTERACTION, FURTHER EDUCATION AND EMPLOYMENT

Q.: Compared with non-handicapped students, how successful is your (school/school district) in preparing students with handicaps to leave school (READ EACH ITEM) -- does it have the same success, more success, or less success with handicapped students?

Q.: How well do you think your child's current or most recent school placement prepares your child to leave school (READ EACH ITEM) -- very well, somewhat well, not so well, or not well at all?

	Educators				Parents				
	Base	Same Success	More Success	Less Success	Base	Very Well	Somewhat Well	Not So Well	Not Well at All
With the skills and knowledge all children need for social interaction	702 %	62	8	26	1,000 %	40	38	11	7
With the skills and knowledge to enter higher education or training beyond high school	702 %	35	4	42	1,000 %	29	31	14	10
With the skills and knowledge needed for obtaining employment	702 %	42	8	31	1,000 %	32	15	10	19

Q.16-C Students

Table 4-7-B

STUDENTS' REPORT OF WHETHER THE SCHOOL
IS HELPING THEM WITH KEY SKILLS

Q.: (Is/Did) the school (helping/help) you, or not (READ EACH ITEM)?

Base: 200		Helping	Not Helping
To get along with others	%	80	18
To prepare you to go to college or trade school to learn a specific skill	%	74	25
To prepare you to get a job	%	78	21
To prepare you to live on your own	%	68	31

Q.3a, 3b-P

Parents

Table 4-8-A

NEED, AVAILABILITY, AND SATISFACTION WITH SERVICES

Q.: Effective special education relies on related and support services for students with handicaps. I will read a list of these services, which may be provided by your school system. Would you please tell me if, in each case, your child has needed the service, or not?

Q.: Were you satisfied with the service, or not satisfied, or didn't you receive it?

	Base		Has Needed	If Needed: Base		Satisfied	Not Satisfied	Not Received/ Not Available
Speech/language therapy	1,000	%	69	689	%	79	13	4
Diagnostic testing	1,000	%	66	665	%	72	19	7
Hearing testing, related services	1,000	%	50	533	%	81	8	9
Transportation services to home or school	1,000	%	50	657	%	87	7	6
Classroom aides/tutor/ note-taker, interpreter	1,000	%	46	526	%	61	15	23
Psychological counseling services	1,000	%	42	382	%	48	18	32
Physical education specially adapted to child's needs	1,000	%	34	479	%	67	17	16
Social work services	1,000	%	30	308	%	69	16	15
School health services	1,000	%	29	335	%	80	9	9
Occupational therapy	1,000	%	27	396	%	66	15	17
Physical therapy	1,000	%	19	351	%	62	17	20

Q.7a, 7b-C

Students

Table 4-8-B

WHETHER STUDENTS USE SPECIAL SERVICES
AND WHETHER THEY HELPED

Q.: (Do/Did) you use special services like speech therapy, tutoring, or physical therapy, or not?

Q.: (Are/Did) they (helping/help) you?
(Base: Used special services)

						If Use	
Base		Use	Do Not Use	Base		Helping	Not Helping
200	%	39	56	94	%	95	4

Q.20(a)-E

Educators

Table 4-9-A

REMOVAL OF ARCHITECTURAL BARRIERS
BY SCHOOL CHARACTERISTICS

Q.: Has your (school/school district) removed architectural barriers or changed furniture to give handicapped students full access, or not?

	Base		Yes
Total	702	%	72
School Location			
Urban	124	%	61
Suburban	165	%	78
Small town	211	%	74
Rural	201	%	73
School Level			
Elementary school	296	%	62
Junior high school	85	%	75
High school	107	%	72
Wealth of School District			
Above average	139	%	77
Average	283	%	73
Below average	261	%	69

Q.20(b)-E

Educators

Table 4-9-B

PURCHASING OF SPECIAL EQUIPMENT
BY SCHOOL CHARACTERISTICS

Q.: Has your (school/school district) purchased any special equipment to help handicapped students, or not?

	Base		Yes
Total	702	%	76
School Location			
Urban	124	%	63
Suburban	165	%	78
Small town	211	%	81
Rural	201	%	78
School Level			
Elementary school	296	%	66
Junior high school	85	%	76
High school	107	%	72
Wealth of School District			
Above average	139	%	76
Average	283	%	77
Below average	261	%	75

Q.20(c)-E

Educators

Table 4-9-C

PROVIDING OF READERS OR INTERPRETERS
BY SCHOOL CHARACTERISTICS

Q.: Has your (school/school district) provided readers or interpreters to help handicapped students, or not?

	Base		Yes
Total	702	%	63
School Location			
Urban	124	%	60
Suburban	165	%	70
Small town	211	%	63
Rural	201	%	58
School Level			
Elementary school	296	%	58
Junior high school	85	%	60
High school	107	%	64
Wealth of School District			
Above average	139	%	71
Average	283	%	65
Below average	261	%	57

Q.20(d)-E Educators

Table 4-9-D

PROVIDING OF AIDES TO HELP WITH PERSONAL CARE BY SCHOOL CHARACTERISTICS

Q.: Has your (school/school district) provided aides for students to help with personal care needs while at school, or not?

	Base		Yes
Total	702	%	75
School Location			
Urban	124	%	69
Suburban	165	%	81
Small town	211	%	78
Rural	201	%	71
School Level			
Elementary school	296	%	70
Junior high school	85	%	73
High school	107	%	74
Wealth of School District			
Above average	139	%	79
Average	283	%	76
Below average	261	%	73

Q.20(e)-E

Educators

Table 4-9-E

MODIFICATION OF TEACHING PROCEDURES
BY SCHOOL AND EDUCATOR CHARACTERISTICS

Q.: Has your (school/school district) adapted or modified its teaching procedures to make the subject matter accessible to handicapped students, or not?

	Base		Yes, Have
Total	702	%	94
School Location			
Urban	124	%	92
Suburban	165	%	96
Small town	211	%	94
Rural	201	%	95
Educator Type			
District directors	199	%	98
Principals	165	%	95
Regular classroom teachers	151	%	90
Special education teachers	151	%	93
School Level			
Elementary school	296	%	92
Junior high school	85	%	95
High school	107	%	93

Q.20(f)-E Educators

Table 4-9-F

MODIFICATION OF TESTING PROCEDURES
BY SCHOOL AND EDUCATOR CHARACTERISTICS

Q.: Has your (school/school district) adapted or modified its testing procedures, or not?

	Base		Yes
Total	702	%	84
School Location			
Urban	124	%	78
Suburban	165	%	93
Small town	211	%	86
Rural	201	%	79
Educator Type			
District directors	199	%	93
Principals	165	%	85
Regular classroom teachers	151	%	75
Special education teachers	151	%	81
School Level			
Elementary school	296	%	79
Junior high school	85	%	84
High school	107	%	86

Q.12a-C

Students

Table 4-10

SPECIAL ASSISTANCE IN LEARNING
REPORTED BY STUDENTS

Q.: All of us need some help in learning. The school can sometimes help by doing or providing certain things. (Does/Did) your school help you (READ EACH ITEM)?

Base: 200		Yes	No
By moving you closer to the blackboard or teachers	%	72	20
By giving you special instructions during tests	%	74	24
By having somebody to take notes for you	%	23	73
By providing tutors	%	58	38
By providing interpreters	%	25	55

Notes: Ninety-four percent of students citing schools' assistance in learning report that it helped them (Q.12b-C).

Thirty-seven percent of students say they have felt embarrassed about getting special help in school (Q.14-C).

Q.12-P

Parents

Table 4-11-A

WHETHER MOST SUBJECT MATTER IS
PRESENTED IN WAY CHILDREN CAN UNDERSTAND

Q.: Is most of the academic subject matter presented in a way your child (can/could) understand?

Base	1,000 %
Child can understand	81*
Child cannot understand	17
Not sure	2

*This percentage is quite constant across most disability types with the exception of speech impaired (90%), learning disabled (75%), and multi-handicapped (73%).

Q.4b-C

Students

Table 4-11-B

STUDENTS' RATING OF DEGREE
OF DIFFICULTY OF SCHOOL WORK

Q.: (Is/was) your schoolwork mainly hard, mainly easy, or just right?

Base	200 %
Hard	19
Easy	18
Just right	59
Not sure	2

Q.13-C

Students

Table 4-11-C

STEPS SUGGESTED BY STUDENTS TO HELP
THEM UNDERSTAND CLASSWORK

Q.: What else (can/could) the school (do/have done) to help you understand your classwork?

Base	200
	%
Teacher should explain thoroughly/clearer	15
More attention/special help	5
Clearer/slower speech	3
Other	16
Nothing	41
Not sure	20

Q.4a-C

Students

Table 4-12

WHETHER SCHOOLWORK INTERESTS STUDENTS

Q.: (Does/Did) your schoolwork interest you, or not?

Base	200 %
Yes	78
No	20
Not sure	1

Q.3-C

Students

Table 4-13

WHETHER TEACHERS UNDERSTAND AND HELP WITH SPECIAL NEEDS OF STUDENTS

Q.: Do you feel your teachers (understand/understood) and (help/helped) you with your special needs as a student, or not?

Base	200 %
Yes	88
No	12
Not sure	1

Q.32-E
Q.13-P

Table 4-14-A

Educators
Parents

PROBLEMS WITH SPECIAL EDUCATION REPORTED BY EDUCATORS AND PARENTS

Q.: I am going to mention a series of possible problems with the quality of education. Please tell me how much of a problem they present for the children with handicaps in your (school/school district). Do you consider (READ EACH ITEM) to be a major problem, a minor problem, or no problem at all?

	Educators				Parents			
	Base	Major Problem	Minor Problem	No Problem	Base	Major Problem	Minor Problem	No Problem
	702				1,000			
Lack of funds for special education in your (school/school district)	%	31	41	26	%	37	26	31
Lack of teacher expertise or training regarding children with handicaps	%	18	45	35	%	29	26	43
Lack of enough individual attention	%	16	47	36	%	29	29	40
Lack of leadership by school principal(s) in promoting the equal education of handicapped children	%	12	32	56	%	NA	NA	NA
Relationship between special education teachers and regular teachers	%	12	43	45	%	14	26	55
Lack of adaptations and related services to meet the needs of children with handicaps	%	12	47	40	%	22	31	44
Placement of handicapped children in inappropriate classroom settings	%	12	45	42	%	NA	NA	NA
Lack of communication between the IEP committee and classroom teachers	%	14	43	41	%	NA	NA	NA
Poor attitudes of school staff	%	NA	NA	NA	%	15	32	52
Non-handicapped student's attitudes	%	NA	NA	NA	%	23	38	35

LOUIS HARRIS AND ASSOCIATES

Q.32-E
Q.13-P

Table 4-14-B

Educators
Parents

PERCENT OF EDUCATORS AND PARENTS WHO SEE
MAJOR PROBLEMS WITH VARIOUS ASPECTS OF SPECIAL EDUCATION

Q.: I am going to mention a series of possible problems with the quality of education. Please tell me how much of a problem they present for the children with handicaps in your (school/school district). Do you consider (READ EACH ITEM) to be a major problem, a minor problem, or no problem at all?

	Educators				Parents		
					Child is in:		
	Special Education District Directors	Principals	Classroom Teachers	Special Education Teachers	Regular Classrooms	Special Classrooms	Separate Schools
Base	199	201	151	151	420	440	124
	%	%	%	%	%	%	%
Lack of funds for special education in your (school/school district)	36	27	26	37	34	39	43
Lack of teacher expertise or training regarding children with handicaps	17	13	23	23	28	31	26
Lack of enough individual attention	11	10	23	25	29	29	30
Lack of leadership by school principal(s) in promoting the equal education of handicapped children	9	13	11	15	NA	NA	NA
Relationship between special education teachers and regular teachers	16	6	13	14	11	16	22
Lack of adaptations and related services to meet the needs of children with handicaps	12	7	13	17	16	28	29
Placement of handicapped children in inappropriate classroom settings	9	8	17	17	NA	NA	NA
Lack of communication between the IEP committee and classroom teachers	8	8	23	19	NA	NA	NA
Poor attitudes of school staff	NA	NA	NA	NA	13	19	14
Non-handicapped student's attitudes	NA	NA	NA	NA	18	29	23

CHAPTER 5: THE IMPACT OF MAINSTREAMING

One of the primary goals of special education is to place handicapped children in the least restrictive environment to the "maximum extent appropriate."* The mainstream setting, that is, the integration of handicapped with non-handicapped students, is one type of least restrictive environment and is the most common setting for handicapped students. According to the The 10th Annual Report to Congress on the Implementation of the Education of the Handicapped Act, 92% of all handicapped students have been placed in one of three mainstream educational settings: regular classrooms for all or part of the day, resource rooms, or separate classes within a regular school. These students, therefore, are considered to have been, in whole or in part, mainstreamed. This chapter will examine both the extent and appropriateness of mainstreaming, as well as its impact on handicapped and non-handicapped students.

The Nature of Disability and Integration

As shown in Table 5-1, four disability groups have been integrated more than the others: speech impaired (70%), learning disabled (59%), visually handicapped (59%), and other health impaired (56%). Hearing impaired and orthopedically handicapped categories rank next in extent of integration (49% and 46%).

Only 31% of the emotionally disturbed children, 12% of the mentally retarded, and 9% of the multi-handicapped have been placed in regular classrooms; majorities of students in these three categories are placed in separate classrooms within regular schools.

*The Education For All Handicapped Children Act (Public Law 94-142), 1975.

Of those students in regular classroom settings (51% of the total sample), 19% have a special teacher who comes to the classroom to provide special instruction. Fifty-seven percent of these students spend 1-2 hours a day and 12% spend 3-5 hours a day in a resource room. But 28% of these students have no special services of any kinds (Table 5-2-A).

Of those students who are placed in special classrooms located in regular schools (41% of the total sample), 75% have opportunities to interact with non-handicapped students in the school, either in non-academic classes, at lunch, or during recess (Table 5-2-B). However, 21% of these students -- more than one out of five -- have little interaction with non-handicapped students.

Observation:

> Placing children in special classrooms may ensure that they receive more personal attention, but it reduces their contact with non-handicapped children. Those placed in regular classrooms enjoy more interaction with other children, but they may not receive the individual attention they need. The challenge for educators is to achieve a balance between providing services for each individual student, while creating an integrated environment in which handicapped students can thrive.

Appropriateness of Mainstreaming

Given the lack of interaction students in separate classrooms have with their non-handicapped peers, it is not surprising that 41% of parents of children in separate classrooms say more integration would be best for their children (Table 5-3).

Most parents of children in regular classrooms say the current extent of integration for their children is best (74%). Some (7%) do say that less integration would be best. Five percent of parents of children in separate classrooms also say less integration would be best for their children.

Eleven percent of children feel that they are not placed in the right classrooms (Table 5-4).

Observation:

Being mainstreamed does not necessarily mean that the handicapped student is placed in an appropriate setting or in the least restrictive environment. A small yet noticeable number of parents desire less integration for their children.

Impact of Mainstreaming

More than half of special education district directors (53%), school principals (58%), and special education teachers (53%) report that mainstreaming has been very helpful for handicapped students at their school (Table 5-5). This contrasts with a somewhat lower proportion of classroom teachers (36%) who say the same.

Although 34% of educators report having seen no effects on non-handicapped children as a result of mainstreaming (Table 5-6), 29% say that it has helped non-handicapped children who now show greater acceptance and tolerance for handicapped students. An additional 20% say that non-handicapped students have greater understanding of the difficulties facing handicapped students as a result of mainstreaming. Educators cite more positive effects of mainstreaming than negative effects.

Only 6% of the educators mention that mainstreaming produced negative effects on the classroom environment.

Observation:

It is encouraging that educators report many positive effects of mainstreaming on non-handicapped students. Although arguments have been made against mainstreaming on the grounds that academic standards are lowered when handicapped students are placed in regular classrooms, the findings do not support such arguments.

As shown in Table 5-7, the majority of parents of handicapped children report that mainstreaming has been good for their children's self-esteem (81%), social skills (86%), and educational performance (81%). However, some parents see some negative results of mainstreaming. In all these instances, parents of children in separate classrooms tend to see more negative consequences of mainstreaming compared to parents of children placed in regular classrooms:

- Twenty-one percent of parents of children in separate classrooms say that mainstreaming has not been so good or not good at all for their children's self-esteem, whereas only 11% of parents of children in regular classrooms say the same (Table 5-8-A).

- Sixteen percent of parents of children in separate classrooms say that mainstreaming has not been so good or not good at all for their children's social skills, compared to 7% of parents whose children are placed in regular classrooms (Table 5-8-B).

- Seventeen percent of parents whose children are in separate classrooms say that mainstreaming has not been so good or not good at all for their children's educational performance, whereas 11% of parents of children in regular classrooms say the same (Table 5-8-C).

Observation

These findings suggest that mainstreaming may not provide the least restrictive environment for some individual children. In some cases, a separate environment may indeed provide the most appropriate education for these children in the development of self-esteem, social skills, and educational performance.

Q.5a-P

Parents

Table 5-1

SCHOOL PLACEMENT BY DISABILITY TYPES

	Base		Regular Classrooms	Separate Classrooms	Separate Schools
Total	1,000	%	51	41	7
Disability*					
Speech impaired	109	%	70	28	3
Learning disabled	138	%	59	37	3
Visually handicapped	137	%	59	28	11
Other health impaired	97	%	56	32	3
Hard of hearing	81	%	49	41	9
Orthopedically handicapped	110	%	46	36	17
Emotionally disturbed	111	%	31	52	16
Mentally retarded	153	%	12	71	16
Multi-handicapped	59	%	9	59	29
Disability Severity					
Slight	213	%	69	28	3
Moderate	361	%	47	46	6
Somewhat severe	265	%	35	51	12
Very severe	156	%	28	51	18

*School classification.

Q.5b-P

Parents

Table 5-2-A

TYPES OF SPECIAL SERVICES FOR REGULAR CLASSROOM STUDENTS

Base: Regular classroom setting

Q.: Would that be a regular classroom with (READ EACH ITEM), or not?

Base: 420		Yes	No	Not Sure
A special teacher who comes to the regular classroom to provide special instruction	%	19	74	7
1-2 hours a day in a resource room	%	57	39	4
3-5 hours a day in a resource room	%	12	78	10
No special services	%	28	62	10

Q.5c-P

Parents

Table 5-2-B

DEGREE OF INTERACTION FOR SPECIAL CLASSROOM STUDENTS

Base: Special classroom setting

Q.: Would that be (READ LIST)?

Base	440 %
A special class in a regular school where special education students interact with non-handicapped students at lunch, in some non-academic classes, and at recess time	75
A special class in a regular school but with little interaction with non-handicapped students	21
Not sure	4

Q.6-P Parents

Table 5-2-C

TYPES OF SEPARATE EDUCATIONAL SETTINGS

Base: Have children in separate special school

Q.: (Is/Was) it in (READ EACH ITEM)?

Base	140
	%
A private or public day school	66
A residential facility	23
A home-bound or hospital environment	6
A correctional facility	1

Q.8-P

Parents

Table 5-3

AMOUNT OF INTEGRATION DESIRED

Base: Regular classroom setting or special classroom setting

Q.: What would be best for your child -- more integration, less, or the same amount?

	Base		More Integration	Same Amount of Integration	Less Integration
Total	860	%	27	64	6
Disability					
Learning disabled	133	%	27	62	8
Speech impaired	106	%	19	72	6
Emotionally disturbed	92	%	34	55	7
Mentally retarded	127	%	40	55	4
Orthopedically handicapped	112	%	27	70	1
Visually handicapped	71	%	25	68	4
Hard of hearing	99	%	23	70	2
Other health impaired	52	%	23	75	2
Multi-handicapped	66	%	33	61	2
Disability Severity					
Slight	202	%	20	71	3
Moderate	320	%	31	61	7
Somewhat severe	221	%	26	61	9
Very severe	112	%	49	45	4
School Placement					
Regular classrooms	420	%	16	74	7
Separate classrooms	440	%	41	51	5

Q.5a-C

Students

Table 5-4

WHETHER STUDENTS FEEL THEY ARE PLACED
IN THE RIGHT TYPE OF CLASS

Q.: Some classes have students with handicaps or learning problems, and other classes have students with no handicaps or learning problems. Think of your (class/former class), for a moment. Do you feel you were placed in the right type of class, or not?

Base	200 %
Yes	84
No	11*
Not sure	5*

*Types of classrooms these students say would have been better include: "classrooms with kids of my grade level" (20%) and regular classrooms (17%) (Q.5b-c).

Q.16b-E

Educators

Table 5-5

DEGREE OF HELPFULNESS OF MAINSTREAMING
FOR HANDICAPPED STUDENTS

Q.: Overall, how helpful has mainstreaming or integration been for your students with handicaps -- very helpful, somewhat helpful, not too helpful, or not helpful at all?

	Special Education District Directors	Principals	Regular Classroom Teachers	Special Education Teachers
Base	199	201	151	151
	%	%	%	%
Very helpful	53	58	36	53
Somewhat helpful	40	34	53	40
Not too helpful	6	5	8	4
Not helpful at all	-	*	1	1

*Less than 0.5%.

Q.18-E

Educators

Table 5-6

EFFECT OF MAINSTREAMING
ON CHILDREN WITHOUT HANDICAPS

(Unprompted)

Q.: Have you seen effects on children without handicaps as a result of the fact that children with handicaps are mainstreamed? What are these effects?

Base	702 %
Greater acceptance/tolerance	29
Greater understanding of difficulties facing the handicapped	20
Greater compassion/sensitivity	14
Willingness to help/work together	13
Greater awareness of differences in people	8
Negative effect on classroom environment	6
Better interaction (socialization)	5
Greater awareness of talents of handicapped	4
Greater awareness (unspecified)	4
More teasing/ridicule	3
Less teasing/ridicule	2
None	34

Q.10-P
Q.17-E

Parents
Educators

Table 5-7

IMPACT OF MAINSTREAMING ON SELF-ESTEEM, SOCIAL SKILLS, AND EDUCATIONAL PERFORMANCE

Base: (Parents) have children in regular or special classroom settings

Q.: How good has mainstreaming or integration been for your child's (READ EACH ITEM) -- very good, somewhat good, not so good, or not good at all?

Q.: How good has mainstreaming or integration been for your handicapped students' (READ EACH ITEM) -- very good, somewhat good, not so good, or not good at all?

	Educators				Not Too Good/ Not Good at All	Parents				Not Too Good/ Not Good at All
	Base		Good	Somewhat Good		Base		Good	Somewhat Good	
Self-esteem	702	%	59	36	4	860	%	54	27	16
Social skills	702	%	55	38	7	860	%	54	32	11
Educational performance	702	%	30	58	10	860	%	45	36	15

Q.10-P

Parents

Table 5-8-A

IMPACT OF MAINSTREAMING ON SELF-ESTEEM
BY DISABILITY TYPE, SEVERITY, AND AGE

Base: Regular and special classroom settings

Q.: How good has mainstreaming or integration been for the self-esteem of your child -- very good, somewhat good, not so good, or not good at all?

	Base		Not So Good/ Not Good at All
Total	860	%	16
Disability			
Learning disabled	133	%	23
Speech impaired	106	%	9
Emotionally disturbed	92	%	15
Mentally retarded	127	%	11
Orthopedically handicapped	112	%	15
Visually handicapped	71	%	8
Hard of hearing	99	%	11
Other health impaired	52	%	10
Multi-handicapped	66	%	11
Disability Severity			
Slight	202	%	6
Moderate	320	%	16
Somewhat severe	221	%	24
Very severe	112	%	20
School Placement			
Regular classrooms	420	%	11
Separate classrooms	440	%	21

Q.10-P

Parents

Table 5-8-B

IMPACT OF MAINSTREAMING ON SOCIAL SKILLS
BY DISABILITY TYPE, SEVERITY, AND AGE

Base: Regular and special classroom settings

Q.: How good has mainstreaming or integration been for the social skills of your child -- very good, somewhat good, not so good, or not good at all?

	Base		Not So Good/ Not Good at All
Total	860	%	11
Disability			
Learning disabled	133	%	11
Speech impaired	106	%	10
Emotionally disturbed	92	%	15
Mentally retarded	127	%	11
Orthopedically handicapped	112	%	14
Visually handicapped	71	%	9
Hard of hearing	99	%	13
Other health impaired	52	%	6
Multi-handicapped	66	%	8
Disability Severity			
Slight	202	%	5
Moderate	320	%	13
Somewhat severe	221	%	26
Very severe	112	%	14
School Placement			
Regular classrooms	420	%	7
Separate classrooms	440	%	16

Q.10-P

Parents

Table 5-8-C

IMPACT OF MAINSTREAMING ON EDUCATIONAL PERFORMANCE
BY DISABILITY TYPE, SEVERITY, AND AGE

Base: Regular and special classroom settings

Q.: How good has mainstreaming or integration been for the educational performance of your child -- very good, somewhat good, not so good, or not good at all?

	Base		Not So Good/ Not Good at All
Total	860	%	15
Disability			
Learning disabled	133	%	18
Speech impaired	106	%	9
Emotionally disturbed	92	%	22
Mentally retarded	127	%	18
Orthopedically handicapped	112	%	15
Visually handicapped	71	%	12
Hard of hearing	99	%	8
Other health impaired	52	%	4
Multi-handicapped	66	%	16
Disability Severity			
Slight	202	%	6
Moderate	320	%	18
Somewhat severe	221	%	25
Very severe	112	%	17
School Placement			
Regular classrooms	420	%	11
Separate classrooms	440	%	17

CHAPTER 6: SOCIAL INTERACTION

In addition to teaching and learning, another goal of education is to improve the social skills of children. This chapter describes the social interaction and friendship patterns of handicapped students in the school environment.

Friendship Patterns

According to educators, 76% of handicapped students make friends at school often and an additional 20% make friends at least sometimes (Table 6-1). Parents' responses are less optimistic: 57% say that their children often make friends and an additional 25% say they make friends sometimes. Students' accounts are closer to that of the educators': 97% say they make friends at school (Table 6-2-A). Among those students, 55% have friends with handicaps and 92% have friends who do not have handicaps.

Handicapped students in regular classrooms are far more likely to have non-handicapped friends (80%) than students in separate classrooms (34%) or students in separate schools (17%), as shown in Table 6-2-B.

About three out of four parents say that their children get together with schoolmates after school (Table 6-3-A), a percentage confirmed by the students (Table 6-3-B). However, according to both parents and students, 23% -- more than one out of five -- rarely or never get together with their schoolmates. Fourteen percent of parents say that bus schedules present a barrier to such get-togethers.

Teasing and School Intervention Policy

Although most handicapped students have friends at school, they are still more likely to be teased than non-handicapped students. As shown in Table 6-4-A, 11% of the school principals and 21% of the classroom teachers say that handicapped children are teased more often. Special education teachers and parents perceive teasing as more pervasive, with 38% of the special education teachers and 42% of parents reporting that handicapped children are teased more than other children. Students report that the three most frequently mentioned things that they are teased about are physical characteristics, mental abilities, and the fact that they need extra help (Table 6-4-B).

Table 6-4-C shows that children in separate classrooms in regular schools are teased more often than those in regular classrooms or separate schools (48% vs. 37% and 36%).

Only 47% of parents say that the school intervened when their child was teased (Table 6-5-A), although 75% of students who have been teased at school say that they want the school to help ease the problem (Table 6-5-B).

Although most of the schools (70%) where handicapped students are teased have intervention policies, at least 20% do not have such policies, according to the educators.

Observation:

A majority of handicapped students have made friends with their non-handicapped peers who, in turn, have learned to understand, accept, and show sensitivity to handicapped students, as discussed in Chapter 5. Yet insensitivity and lack of compassion can still be seen in the teasing of handicapped children. About one-fifth of the schools have not taken measures to deal with this problem.

Q.23-E
Q.14-P
Q.11-C

Educators
Parents
Students

Table 6-1

HOW OFTEN CHILDREN WITH HANDICAPS MAKE FRIENDS

Q.: How often have handicapped students in your (school/school district) generally made friends with other children in school? Would you say often, sometimes, rarely, or never?

Q.: How often has your child made friends with schoolmates? Would you say often, sometimes, rarely, or never?

Q.: How often (do/did) you get together with schoolmates after school or at home -- often, sometimes, rarely, or never?

	Educators	Parents	Children
Base	702	1,000	200
	%	%	%
Often	76	57	47
Sometimes	20	25	27
Rarely	2	14	14
Never	1	3	9

Note: Ninety-two percent of students say that they are made to feel welcome in their schools (Q.6-C).

Q.10-C Students

Table 6-2-A

FRIENDSHIP PATTERNS AT SCHOOL

Q.: (Are/Were) you friends with other students in your school, or not?

	Base		Yes
Friends with other students at school	198	%	97
Friends having handicaps	192	%	55
Friends with no handicaps	192	%	92

Q.15-P Parents

Table 6-2-B

FRIENDSHIP PATTERNS AT SCHOOL
AS REPORTED BY PARENTS

Base: Children have made friends with schoolmates

Q.: Are most of these friendships with handicapped or non-handicapped children?

		Child's School Placement		
	Total	Regular Classroom	Special Classroom	Separate School
Base	962	416	415	111
	%	%	%	%
Handicapped	26	7	45	61
Non-handicapped	57	80	34	17
Equal (vol.)	16	12	21	20
Not sure	1	1	1	1

Note: By 77-14, a majority of these parents say that the school system encouraged and supported such friendships (Q.16-P).

Q.17-P

Parents

Table 6-3-A

FREQUENCY OF GETTING TOGETHER WITH SCHOOLMATES AFTER SCHOOL

(Reported by Parents)

Q.: How many times per week (does/did) your child get together with schoolmates after school?

Base	1,000
	%
Less than once a week	14
Once a week	12
More often than once	31
Daily (vol.)	18
Not at all	24

NOTE: Fourteen percent of parents say that bus departure times or separate busing presents a barrier to their child's having more friendship with non-handicapped students (Q.18-P).

Q.11-C

Students

Table 6-3-B

FREQUENCY OF GETTING TOGETHER WITH SCHOOLMATES AFTER SCHOOL

(Reported by Students)

Q.: How often (do/did) you get together with schoolmates after school or at home -- often, sometimes, rarely, or never?

Base	200
	%
Often	47
Sometimes	27
Rarely	14
Never	9

Q.19a-P
Q.24-E

Parents
Educators

Table 6-4-A

WHETHER HANDICAPPED STUDENTS ARE TEASED
MORE OR LESS THAN OTHER CHILDREN IN SCHOOL

Q.: Compared to children without handicaps, has your child been teased or ridiculed by other children more, the same, or less?

Q.: Compared to students without handicaps, are students with handicaps teased or ridiculed by other children in school more, the same, or less?

	Special Education District Directors	Principals	Regular Classroom Teachers	Special Education Teachers	Parents
Base	199	201	151	151	1,000
	%	%	%	%	%
More	24	11	21	38	42
The same	59	64	57	42	32
Less	16	23	19	17	17
Not sure	2	1	3	3	-
Never teased (vol.)					9

Q.15a-C

Students

Table 6-4-B

PERCENT OF STUDENTS WHO ARE TEASED
MORE OFTEN THAN OTHERS AT SCHOOL

Q.: Everybody gets teased sometimes at school. (Do/Did) students tease you more than others, or not?

Base	200
	%
Yes	28*
No	71

*The three most frequently mentioned things that these students are teased about are physical characteristics (21%), mental abilities (11%), and the fact that they need extra help (9%).

Q.19a-P

Parents

Table 6-4-C

PERCENT OF THOSE BEING TEASED MORE BY OTHER CHILDREN

Q.: Compared to children without handicaps, has your child been teased or ridiculed by other children more, the same, or less?

	Base		More
Total	1,000	%	42
School Placement			
Regular classrooms	420	%	37
Separate classrooms	440	%	48
Separate schools	124	%	36

Q.25-E
Q.19b-P

Educators
Parents

Table 6-5-A

SCHOOL POLICY OF INTERVENING TO HELP
STUDENTS WHO ARE TEASED

Base: Students with handicaps are teased more

Q.: And does your (school/school district) have a policy of intervening, or not?

Q.: Did the school intervene, or not?

	Educators	Parents
Base	702	404
	%	%
Yes	70	47
No	20	47
Not aware or not sure	11	6

Q.15c-C

Students

Table 6-5-B

PERCENT OF STUDENTS WANTING SCHOOL'S HELP WITH
THE TEASING PROBLEM

Base: Got teased at school

Q.: (Would/Did) you want the school to help you with this, or not?

Base	63*
	%
Yes	75
No	18
Not sure	6

*Small base -- should be treated with caution.

CHAPTER 7: INDIVIDUALIZED EDUCATION PLANS

Individualized Education Plans (IEP) are a means to structure educational services according to handicapped students' individual needs. The Education For All Handicapped Children Act (Public Law 94-142) mandates that parents be given the opportunity to play an instrumental role in the education of their handicapped child, particularly in the preparation of IEP's.

Attendance At IEP Conferences

A large majority of parents interviewed (79%) have attended IEP conferences (Table 7-1-A). In addition, 2% report that the other parent or a social worker attended the conference (Table 7-1-B). Forty-five percent of the students have also attended such meetings. Parents' knowledge of Public Law 94-142, which mandates the IEP for handicapped students, is strongly related to their attending IEP conferences: 97% of those who know a great deal about this law, and 89% of those who know some about the law attended IEP conferences, compared to 77% of those who do not know much and 68% of those who know nothing about PL 94-142.

Those who did not attend offer reasons relating to both the school and themselves: fully 32% say that they were not informed by the school or that they are not sure if IEP's are offered by the school; 10% say that IEP's are definitely not offered by the school; and 23% say they were too busy to attend IEP conferences (Table 7-1-B).

Of those parents and children who attended the conference, majorities feel that they contributed at the meeting: 92% of the parents expressed themselves openly and 84% of the students spoke at the meeting (Table 7-2).

IEP Objectives

Whereas 73% of parents say that they contributed to the development of the objectives of their child's IEP (Table 7-3-A), a somewhat lower 60% say these objectives very much reflected their child's needs (Table 7-3-B). Twenty-one percent of the parents say that they did not contribute to the development of their child's IEP objectives. Again, parents who have knowledge of P.L. 94-142 are more likely to make contributions to the development of IEP objectives.

Twenty percent of parents say that these goals are not properly carried out, and 9% are not sure whether they are (Table 7-4). Only 7% of the educators say IEP goals are not carried out.

Communication With Parents and Continuity of IEP Services

A majority of parents (86%) says that their child's IEP was written in language they could understand (Table 7-5). However, only 58% of parents say that they are often informed of their child's progress and 26% of those receiving such information say that the information is insufficient (Table 7-6). Only 38% of parents say that their child's IEP planning committee monitors the child's educational progress very effectively (Table 7-7).

Less than half of classroom teachers, special education teachers, and district directors of special education describe such monitoring as very effective. School principals are more positive (63%).

Over 90% of district directors, principals, and special education teachers see continuity from year-to-year in IEP directed services for handicapped children, compared to 81% of classroom teachers and 75% of parents (Table 7-8).

Observations:

The findings suggest that when parents and students meet with educators, they do participate in and contribute to the process of structuring IEP programs. A disturbing fact is that a substantial number of parents say that they were not informed by the school about IEP meetings or that IEP meetings are not offered by the school. These schools are clearly in violation of the law. In addition, only a minority of parents say that their child's progress is effectively monitored by the IEP Committee.

To make Individualized Education Plans more effective, it is crucial to ensure that all parents are informed of their child's progress, that they are invited to the meetings, that the goals of the IEP are properly carried out, and that progress is monitored so that the IEP is relevant to the child's needs on a year to year basis.

Q.22a-P
Q.17a-C

Parents
Students

Table 7-1-A

ATTENDANCE AT CHILD'S IEP CONFERENCE

Q.: Have you attended your child's most recent IEP (individualized education program) conference, or not?

Q.: Did you ever meet with your teachers and parents together to plan for your education?

	Parents					Students
		Knowledge of P.L. 94-142				
	Total	Great Deal	Some	Not Much	Nothing at All	Total
Base	1,000	142	310	192	348	200
	%	%	%	%	%	%
Yes	79**	97	89	77	68	45
No	20	3	10	21	31	53
Not sure	1	-	1	2	*	2

*Less than 0.5%.

**In an additional 2% of cases, the other parent or a social worker attended the conference.

Q.22b-P

Parents

Table 7-1-B

MAIN REASONS FOR NON-ATTENDANCE

Base: Did not attend

Q.: Why is that?

Base	210 %
Not informed or not sure	32 (7*)
Too busy	23
Not offered by school	10 (2*)
Other parent/social worker attended	9 (2*)
Not sure	5
All other mentions	21

*Numbers in parentheses are percentages of all parents.

Q.23a-P
Q.17b-C

Parents
Students

Table 7-2

PARENT AND CHILD PARTICIPATION AT IEP MEETINGS

Base (Parent): Attended IEP meetings

Base (Child): Met with teachers and parents

Q.: Did you feel you were able to express yourself openly at the IEP conference, or not?

Q.: Did you get a chance to speak or contribute at the meeting?

	Base		Yes
(Parents) Expressed openly or not	835	%	92
(Students) Got to speak or contribute or not	98	%	84

Q.23b-P Parents

Table 7-3-A

PARENTS' CONTRIBUTION TO THE DEVELOPMENT OF IEP OBJECTIVES

Q.: Did you contribute to the development of the objectives of your child's IEP?

		Knowledge of P.L. 94-142			
	Total	Great Deal	Some	Not Much	Nothing at All
Base	1,000	142	310	192	348
	%	%	%	%	%
Yes	73	91	81	71	64
No	21	9	16	24	26
Not sure	6	*	3	6	10

*Less than 0.5%.

Q.23c-P Parents

Table 7-3-B

WHETHER THE IEP GOALS REFLECT CHILD'S NEEDS

Q.: In your view, how much did the IEP goals reflect the needs of your child -- very much, some, not so much, or not much at all?

Base	1,000
	%
Very much	60
Some	24
Not so much	3
Not much at all	5
Not sure	9

Q.26-P
Q.28-E

Parents
Educators

Table 7-4

WHETHER GOALS OF IEP ARE PROPERLY CARRIED OUT

Q.: Do you feel that the goals of your child's IEP (were/are) being properly carried out?

Q.: Do you feel that the objectives of handicapped children's IEPs are being properly carried out in your school(s), or not?

	Educators	Parents
Base	702	1,000
	%	%
Properly carried out	91	71
Not properly carried out	7	20
Not sure	2	9

Q.24-P

Parents

Table 7-5

WHETHER IEP WAS WRITTEN IN
UNDERSTANDABLE LANGUAGE

Q.: Was your child's IEP written in language you could understand?

Base	1,000
	%
Yes	86
No	6
Not sure	8

Q.25a-P

Parents

Table 7-6

FREQUENCY OF BEING INFORMED ABOUT
CHILD'S PROGRESS

Q.: How often were you informed of your child's progress -- often, sometimes, rarely, or never?

Base	1,000
	%
Often	58
Sometimes	23
Rarely	11
Never	3
Not sure	5

*Seventy-four percent of these parents say that the information they got was sufficient, whereas 26% say it was not (Q.25b-P).

Q.30-E
Q.27-P

Educators
Parents

Table 7-7

MONITORING OF PROGRESS BY THE
IEP PLANNING COMMITTEE

Q.: How effectively does a child's (your child's) planning committee monitor (his/her) education and progress?

	Special Education District Directors	Principals	Regular Classroom Teachers	Special Education Teachers	Parents
Base	199	201	151	151	1,000
	%	%	%	%	%
Very effectively	48	63	46	42	38
Somewhat effectively	45	30	36	38	36
Not so effectively	5	4	5	13	13
Not effectively at all	1	1	3	3	4
Not applicable/not sure	1	1	9	4	9

Q.29-E
Q.28-P

Educators
Parents

Table 7-8

CONTINUITY OF SERVICE IN THE IEP

Q.: Do you see a continuity of service in the IEP process, or is information written with no reference to a child's (his/her) progress from year to year?

	Special Education District Directors	Principals	Regular Classroom Teachers	Special Education Teachers	Parents
Base	199	201	151	151	1,000
	%	%	%	%	%
Continuity	97	96	81	91	75
No reference year to year	3	2	7	7	14
Not sure	-	2	12	3	11

CHAPTER 8: TRANSITION AND EMPLOYMENT

In addition to providing handicapped students with quality education, guiding them through the transition process at various stages of their education is a challenging and important task for schools. The transition from school to employment or higher education provides a crucial measure of the outcome of special education processes. This chapter focuses on educators' and parents' perceptions of the effectiveness of the special education system in transition planning, how post-secondary planning for handicapped students is carried out, and what type of employment handicapped students obtain after graduation.

The Effectiveness of Transitional Planning

Sixty percent of parents say that schools' planning and support is effective in helping their children with the transition from elementary to junior high school and from junior high school to high school (Table 8-1). Educators take a more sanguine view, as 80% say school transitional planning is effective. Twenty-one percent of parents say transitional planning is ineffective.

Similar patterns hold true in regard to transitional support from school to work (Table 8-2). A smaller proportion of the parents give positive ratings than educators (44% vs. 63%). Comparable proportions give negative ratings (29% and 27%), but more parents are not sure about the effectiveness of this transition support than educators (24% vs. 8%).

According to educators, 54% of post-secondary planning begins in junior high school; 35% begins at the start of high school (Table 8-3). Only 2% of the educators say that there is no secondary planning for handicapped students. Twelve percent of parents of children aged 17 or over, however, say that their children had no post-secondary planning. Another 12% are not sure whether planning took place or not.

Only 38% of the parents of children aged 17 or over who have had post-secondary planning say that transition plans are developed as part of the IEP as mandated by the Perkins Act (Table 8-4-A). For those cases where plans are developed only 33% of parents report that the transition plans have been carried out (Table 8-4-B).

There is considerable discrepancy in expectations as to the type of diploma or certificate granted to students upon completion of special education. District directors are most likely to report that regular high school diplomas are granted upon completion (90%). This drops to 70% for special education teachers and 64% for principals and regular classroom teachers. Forty-percent of parents are not sure as to what type of diploma will be granted, and 40% assume that a regular high school diploma will be given (Table 8-5).

Post-Secondary or Vocational Planning

Only 40% of parents with children age 17 or older say that their children have received job counseling and placement; 43% say that their children have had contact with a vocational rehabilitation agency; and 35% say that their children have received preparation for further education (Table 8-6). Again, educators are more likely to report that students with handicaps have received these services. Over 90% of educators report that handicapped students have the same, or better, access to guidance counselors than non-handicapped students (Table 8-7).

Approximately half of the students aged 17 or over report seeing counselors to plan for jobs or further education. Of these students, more than 80% say that these meetings are at least somewhat useful (Table 8-8). Eighty percent of the educators also say that guidance counselors' advice is useful to handicapped students (Table 8-9).

Observation:

Although post-secondary planning and counseling are reported to be useful by the majority of those receiving them, these services are only available to, or used by, about half of the students. This probably explains why educators and parents, as reported in Chapter 4, give the lowest ratings to schools' preparation of students for work or higher education as compared to other aspects of special education.

A sizable proportion of educators realize that greater efforts should made to provide handicapped students with vocational preparation (59%), job placement (55%), and college placement (45%). More than half of educators think such efforts are very or somewhat likely to be made (Table 8-10).

Employment and Occupational Aspirations

According to parents, only 10% of students aged 17 or over who are no longer full-time students, are working full-time. Thirty percent are working part time, and another 10% are working in special workshops (Table 8-11).

Among those who are still full-time students, 24% are not sure about the kind of job they would like to have (Table 8-12-A). The rest have some idea about what they would like to do: 39% want to be professionals, 10% skilled craftsmen, 6% clerical workers, 5% operatives, 5% service workers, and 5% want to serve in the military.

Although 69% of educators in junior high or high schools say that handicapped students have at least the same opportunities as other students for summer jobs or afterschool jobs, only 51% of parents of children aged 17 or over report that their children have had such jobs (Table 8-13-A and Table 8-13-B). The discrepancy is even larger in regard to work-study programs -- 65% of educators say handicapped students have at least the same opportunities as non-handicapped students, yet only 24% of parents say that their children participated in work-study programs.

Observation:

The ICD Survey I: Bringing Disabled Americans Into the Mainstream (1985) found that two-thirds of all disabled Americans between the ages of 16 and 64 were not working and that two-thirds of these people said that they wanted to work. This situation is likely to continue unless post-secondary planning for handicapped students improves.

If the current level of post-secondary planning and employment for handicapped youth remains unchanged, the occupational aspirations of handicapped students are unlikely to be fulfilled. This discrepancy between hope and reality should be recognized so that greater efforts can be made to help handicapped students obtain the jobs they would like to have.

Q.46-P
Q.34-E

Parents
Educators

Table 8-1

EFFECTIVENESS OF SCHOOL PLANNING AND
SUPPORT DURING TRANSITION

Base (Educators): Transitions are applicable to students
Base (Parents): Transitions are applicable to children

Q.: How would you describe the planning and support offered by educators at your child's school (for students with handicapping conditions) during major transitions, such as from elementary to junior high and junior high to high school -- very effective, somewhat effective, somewhat ineffective, or very ineffective?

	Educators		Parents	
Base	694		796	
	%		%	
From Elementary to Junior High, or Junior High to High School				
Very effective	31	80	27	60
Somewhat effective	49		33	
Somewhat ineffective	15	18	13	21
Very ineffective	3		8	
None	-		3	
Not sure	3		16	

Q.47-P
Q.37a-E

Parents
Educators

Table 8-2

EFFECTIVENESS OF SCHOOL PLANNING AND
SUPPORT FROM SCHOOL TO WORK

Base (Parents): Have children 17 or over

Base (Educators): Principals and teachers at junior high or high school levels and special education district directors

Q.: How would you describe the planning and support offered by educators at your child's school (for students with handicaps) during major transitions, such as from school to work -- very effective, somewhat effective, somewhat ineffective, or very ineffective?

	Educators		Parents	
Base	416		175	
	%		%	
Very effective	13	63	21	44
Somewhat effective	50		23	
Somewhat ineffective	23	29	10	27
Very ineffective	6		17	
None	1		5	
Not applicable/not sure	8		24	

Q.48-E
Q.36-P

Educators
Parents

Table 8-3

ONSET OF POST-SECONDARY PLANNING

Base (Parents): Have children 17 or over

Base (Educators): Principals and teachers at junior high or high school levels and special education district directors

Q.: At what point in your (child's) school/school district, does vocational or other post-secondary planning begin for students with handicaps?

	Educators	Parents
Base	416	175
	%	%
Junior high	54	NA
Beginning of junior high	NA	17
End of junior high	NA	11
Beginning of high school	35	31
End of high school	3	13
On graduation	-	-
No planning	2	12
Not sure	3	12

Q.50-P

Parents

Table 8-4-A

TRANSITION PLANS AS PART OF THE IEP

Base: Have children 17 or over with planning

Q.: Was a specific transition plan written as part of the IEP, or not?

Base	149
	%
Yes	38
No	47
Not sure	15

Q.51a-P

Parents

Table 8-4-B

WHETHER TRANSITION PLANS WERE CARRIED OUT

Base: Have children 17 or over with planning

Q.: In the case of your child, were transition plans from school to post-secondary education or work carried out?

Base	149
	%
Yes, carried out	33
No, not carried out	15
Not sure	11
Not applicable	41

Q.35-E
Q.45-P

Educators
Parents

Table 8-5

TYPES OF CERTIFICATE GRANTED UPON COMPLETION OF SPECIAL EDUCATION

Base (Educators): Principals and teachers at junior high or high school levels and special education district directors

Q.: What does your school system provide when children complete their special education program?

	Educators			
	Special Education District Directors	Principals	Regular Classroom Teachers	Special Education Teachers
Base	199	75	73	69
	%	%	%	%
Regular high school diploma	90	64	64	70
Certificate of attendance or completion	24	21	11	30
Modified diploma	24	16	16	22
Adult high school diploma	6	-	1	-
Not sure/not applicable	3	13	14	7

	Parents			
		Child's School Placement		
	Total	Regular Class-Room	Special Class-Room	Separate School
Base	1,000	420	440	124
	%	%	%	%
Regular high school diploma	40	50	30	23
Certificate of attendance or completion	13	11	15	19
Modified diploma	5	3	6	9
Adult high school diploma	1	1	1	*
Not sure/not applicable	40	34	47	50

*Less than 0.5%.

Q.49-P
Q.37b-E

Parents
Educators

Table 8-6

TYPES OF VOCATIONAL OR POST-SECONDARY PLANNING

Base (Parents): Have children 17 or older with planning

Base (Educators): Principals and teachers at high school levels and special education district directors

Q.: (Did/Does) the planning for your child include (READ EACH ITEM), or not?

Q.: Does the transition planning include (READ EACH ITEM), or not?

	Parents	Educators
	Yes	Yes
Base	149	416
	%	%
Job counseling and placement	40	67
Contact with vocational rehabilitation agency	43	75
Preparation for further education in college, technical or trade school	35	70
Sheltered workshop placement	N/A	64

Q.38-E

Educators

Table 8-7

ACCESS HANDICAPPED STUDENTS HAVE TO GUIDANCE COUNSELORS AS COMPARED TO NON-HANDICAPPED STUDENTS

Base: Principals and teachers at junior high or high school levels and special education district directors

Q.: Compared with non-handicapped children, do children with handicaps in your (school/school district) have better, the same, or worse access to guidance counselors?

	Total	Special Education District Directors	Principals	Regular Classroom Teachers	Special Education Teachers
Base	416	199	75	73	69
	%	%	%	%	%
Better access	21	22	20	18	25
Same	70	70	72	79	59
Worse access	6	8	-	3	14
Not sure	2	1	8	-	1

Q.19a, Q.19b-S

Students

Table 8-8

USE OF GUIDANCE COUNSELORS

Base: Aged 17 or older

Q.: (Do/Did) you get to see guidance counselors for (READ EACH ITEM), or not?

Q.: And, how useful do you consider the guidance counselor's advice in this area -- very useful, somewhat useful, not very useful, or not at all useful?

	Base		Yes, Got to See Counselors	Base		Very/ Somewhat Useful
Planning for a job or career	90	%	57	53*	%	84
Selection of future education	90	%	60	53*	%	88
Planning for job training	90	%	47	47*	%	90

*Small base -- should be treated with caution.

Q.39-E

Educators

Table 8-9

USEFULNESS OF COUNSELORS' ADVICE TO HANDICAPPED STUDENTS IN CAREER OR HIGHER EDUCATION PLANNING

Base: Principals and teachers at junior high or high school levels and special education district directors

Q.: And, how useful do you consider the guidance counselor's advice in career planning and selection of future educational and vocational sites -- very useful, somewhat useful, not too useful, not at all useful?

	Total	Special Education District Directors	Principals	Regular Classroom Teachers	Special Education Teachers
Base	416	199	75	73	69
	%	%	%	%	%
Very useful	38	36	52	38	30
Somewhat useful	42	42	33	44	48
Not too useful	12	16	4	7	13
Not at all useful	4	4	1	4	7
Not sure	5	3	9	7	1

Q.40, 41-E

Educators

Table 8-10

AMOUNT AND LIKELIHOOD OF FUTURE POST-SECONDARY PLANNING EFFORTS

Base: Principals and teachers at junior high or high school levels and special education district directors

Q.: Do you think your (school/school district) should make a greater effort than it now makes to provide (READ EACH ITEM) for handicapped children, or is it doing enough now?

Q.: In the next 3 years, how likely is it that your (school/school district) actually will make greater efforts to improve (READ EACH ITEM) -- is it very likely, somewhat likely, not too likely, or not likely at all?

		Amount of Efforts			Likelihood of Efforts				
Base: 416		Yes, Should Do More	Doing Enough Now	Not Sure	Very Likely	Somewhat Likely	Not Too Likely	Not Likely at All	Not Sure
Vocational preparation	%	59	36	4	41	26	18	9	6
Job placement	%	55	34	11	35	27	21	8	8
College placement	%	45	43	12	22	32	26	11	9

Q.52-P

Parents

Table 8-11

VOCATIONAL STATUS OF RECENT SPECIAL ED GRADUATES

Base: Children 17 or over who are not full-time students

Q.: Which of the following categories best describes your child's current employment situation: is (he/she) (READ LIST)?

Base	40* %
Working (paid) full time	10
Working (paid) part time	30
In a special workshop	10
Doing voluntary work	8
Trainee in vocational rehabilitation program	5
Unable to work because of disability	8
Unemployed looking for work	12
Unemployed but not looking for work	8

*Small base -- should be treated with caution.

Q.22-C

Students

Table 8-12-A

KINDS OF JOB DESIRED BY STUDENTS

Q.: What kind of job do you want once you are out of school?

	Full-Time Students
Base	134
	%
Professional	39
Skilled craftsman, foreman	10
Clerical worker	6
Operative, unskilled laborer (except farm)	5
Service worker	5
Military	5
Manager, official	4
Proprietor (small business)	2
Sales worker	1
Farmer, farm manager, farm laborer	-
Not sure	24

Q.26a-C

Students

Table 8-12-B

INTEREST IN WORKING FULL-TIME

Base: Non-students who are able to work but do not have a job

Q.: Would you be interested in working full-time or part-time?

Base	40* %
Full-time	24
Part-time	39
Not sure	36

*Small base -- should be treated with caution.

Q.21(a,b,d)-E Educators

Table 8-13-A

JOB TRAINING OPPORTUNITIES FOR HANDICAPPED STUDENTS
COMPARED TO NON-HANDICAPPED STUDENTS

Base: Junior high and high school level only

Q.: Compared with non-handicapped students, do children with handicaps in your (school/school district) have the same opportunities, more opportunities, or fewer opportunities for (READ EACH ITEM)?

Base: 205	Same Opportunity	More Oppor-tunities	Fewer Oppor-tunities	Not Applic-able	Not Sure
Summer jobs and after-school jobs	47	22	14	9	8
Work-study programs	44	21	10	22	3
Vocational education	65	17	10	7	1

Q.54, 55-P Parents

Table 8-13-B

WHETHER HANDICAPPED STUDENTS HAD OR PARTICIPATED
IN WORK-STUDY SUMMER OR AFTER SCHOOL EMPLOYMENT PROGRAMS

Base: Have children aged 17 or over

Q.: Did your child take any summer jobs and/or afterschool employment while still in school?

Q.: Did (he/she) participate in work/study programs like the one offered to non-handicapped children while still in school, or not?

	Summer Jobs/ After School Employment	Work-Study Programs
Base	171	171
	%	%
Yes	51	24
No	49	70
Not sure	-	5

CHAPTER 9: HANDLING GRIEVANCES

In addition to participating in making decision about their children's education, it is also important for parents of handicapped students to be advocates and protectors of their children's educational rights and interests. As noted in Chapter 2, 56% of all parents say that they have had to fight to get the education their child needs. This chapter examines what parents do when they have a problem concerning their child's education.

Contacts, and the Need for Advocacy

When parents feel that there is a problem, they contact teachers first (64%), and principals second (54%). While 6% would call another parent first, 75% say they would talk to another parent only after they talk to the teacher and the principal (Table 9-1).

A sizable minority (44%) feel they need an individual independent of the school system to act as an advocate for their children's rights in school (Table 9-2). That proportion rises to 52% for parents of children in separate classrooms in regular schools.

Filing Complaints

More than one out of three parents (36%) have considered filing complaints against schools on behalf of their children, and 10% have actually done so (Table 9-3). A similar proportion of district directors of special education (12%) report that their district has been the target of a lawsuit under Public Law 94-142 (Table 9-4).

Of those parents who considered filing a complaint and did not do so, 51% say that they did not file because the problem was solved (Table 9-5). Other reasons include a lack of information (18%) and a lack of money (8%), although only 19% of those who did file say that cost was incurred (Table 9-6).

For a majority of parents who filed a complaint, the filing was helpful (82%), and the hearing was fair (65%).

Table 9-7 shows that many of the complaints concern perceived inappropriate placement (26%) and poor treatment (20%). One parent tells the interviewer she complained about "discrimination." She says,

> "The special education teachers refer to handicapped kids as 'these children.' Their means of discipline is suspension. Education is minimum standard. If kids make it through high school, they're lucky. Many don't."

Another parent filed a complaint because "the gym teacher wouldn't let my child play in the soccer game." Still another parent fought over where the school was going to place her son, "They wanted to place him several levels below where he was capable of performing, and I fought it."

Parents of children in separate classrooms or separate schools tend to complain about inappropriate placement more than parents of children in regular classrooms (35% and 29% vs. 14%). The latter group tend to complain more about poor treatment (22%).

Twelve percent of parents report that their child has been suspended because of behavior related to his/her handicap (Table 9-8). Only 45% of the children who were suspended received education at home. Of these, only 32% say that the school made arrangements for the child's continuing education.

Observation:

> In clear violation of the law, a majority of the students suspended did not receive education at home and a majority of those who did receive education at home arranged for it through means other than the school.

Q.29-P

Parents

Table 9-1

PARENTS' CONTACT WHEN HAVING PROBLEMS

Q.: Suppose you did not get the services you need for your child. If you wanted to talk with others about it, which would you be most likely to do -- first, second, or third?

Base: 1,000	First %	Second %	Third %
Contact teachers	64	27	5
Contact the principal	27	54	16
Call another parent	6	15	75

Q.30-P

Parents

Table 9-2

NEED FOR INDEPENDENT ADVOCATES
FOR CHILDREN'S RIGHTS IN SCHOOL

Q.: Do you feel your child needs a person independent of the school system to advocate for (his/her) rights in school, or not?

	Base		Yes
Total	1,000	%	44
School Placement			
Regular classrooms	420	%	37
Separate classrooms	440	%	52
Separate schools	124	%	46

Q.37a, Q.37b-P

Parents

Table 9-3

FILING COMPLAINTS ON CHILDREN'S BEHALF

	Base		Yes
Q.: Have you ever considered filing a complaint on your child's behalf?	1,000	%	36
Q.: Did you file or not?	1,000	%	10

Q.33-E

Educators

Table 9-4

WHETHER SCHOOL DISTRICTS HAVE BEEN TARGETS OF LAWSUITS

Base: District directors of special education

Q.: Have you or your school district been the target of a Public Law 94-142 lawsuit?

Base	199
	%
Yes	12
No	86
Not sure/refused	3

Q.37-P

Parents

Table 9-5

REASONS FOR CHANGING MIND ABOUT FILING

Base: Considered filing complaints but did not file them

Q.: What changed your mind about filing? Was it a lack of money, not enough information about the process, or some other reason?

Base	174
	%
Lack of money	8
Lack of information	18
Problem resolved	51
Other mentions	22

Q.38, Q.39, Q.40-P Parents

Table 9-6

VARIOUS ASPECTS OF COMPLAINT-FILING

Base: Filed a complaint

Q.: Was it helpful?

Q.: How fair a hearing did you get -- very fair, somewhat fair, not very fair, or not at all fair?

Q.: Did you incur costs, or not?

Base: 112

Filing the complaint was helpful	%	82
The hearing was fair	%	65*
Costs were incurred	%	19

*This included very fair (43%) and somewhat fair (22%). Eleven percent each said the hearing was not very fair or not at all fair.

Q.41-P Parents

Table 9-7

NATURE OF COMPLAINTS

Base: Filed a complaint

Q.: What was the nature of the complaint?

	Base		Inappropriate Placement	Poor Treatment	Other
Total	100	%	26	20	56
School Placement					
Regular classrooms		%	14	22	70
Separate classrooms		%	35	19	46
Separate schools		%	29	14	57

Q.43, Q.44a, Q.44b-P

Parents

Table 9-8

STUDENT'S SUSPENSION DUE TO BEHAVIOR
RELATED TO HIS/HER HANDICAP AND
PROVISION FOR EDUCATION DURING SUSPENSION

	Base		Yes	No
Q.: Has your child ever been suspended because of behavior that might be related to (his/her) handicap, or not?	1,000	%	12	88
Q.: During the time of suspension was your child educated at home, or not? (Base: Child was suspended)	101	%	45	55
Q.: Did your school system make the arrangements, or not? (Base: Child was suspended and educated at home)	36*	%	32	68

*Small base -- should be treated with caution.

CHAPTER 10: CHANGES FOR THE FUTURE

This final chapter brings together various findings in attempt to identify areas in need of further attention.

A majority of parents think that the following measures would be very effective in improving their child's education (Table 10-1):

-- Disability awareness training for educators (67%) and increased cooperation between special education and regular teachers (60%);

-- Improved preparation for higher education (63%), improved vocational programs (61%), and better coordination of the child's educational programs (59%);

-- Information and referral centers for parents outside the school (64%) and more organized parental support (60%).

Less than 40% of all parents think either more mainstreaming or less mainstreaming would be very effective, and only 27% think a longer school year would be. However, 54% of the parents of multi-handicapped children, 41% of the parents of mentally retarded children, and 36% of the parents of physically handicapped children say that a longer school year would be very effective in improving handicapped students' education.

Educators generally share parents' priority for future changes with an emphasis on increased cooperation between special education and regular teachers (80%). They also underwrite the importance of early intervention by preschool programs* (85%).

In an open-ended question on the top priority for improving special education, the two most frequently mentioned by parents are:

- Individualized attention (15%);
- Increased parental communication with teachers (10% in Table 10-2).

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* This item was not included in the parent interview.

Educators mention most frequently:

- Improved regular teacher training in special education (16%);
- Increased funding (15% in Table 10-3).

Key Areas For Improvement

Based on the findings, this report identifies eight key areas for improvement in special education:

1. Teacher training. Currently about half of regular classroom teachers (46%) report that they have more than two handicapped students in class for all or part of the day. But only half of these teachers (51%) have had special education training, and only 42% are very confident about making decisions regarding handicapped students.

2. Better Identification Processes and Earlier Delivery of Special Education Services. Twenty-one percent of children identified as handicapped at age three or earlier did not receive special education until they were seven or older. In addition, a substantial number of educators report that there are handicapped students who are either not identified as handicapped or not receiving services.

3. Parent Education. The majority of parents do not know what rights they and their children are guaranteed by law. Only a small percentage (22%) of parents currently belong to organizations which focus on the education of handi-

capped students. But a majority of all parents (73%) also have expressed an intention to organize themselves. Such organizations could provide a means of education and action. School systems, private advocacy groups, and disability organizations also need to reach out to parents of handicapped children to educate them as to what they are entitled to by law and to help them achieve it.

4. Post-Secondary Transition Plans. For a majority of students aged 17 or over, transition plans have not been made part of the IEP. Of those who have had such plans developed only a small proportion (33%) have had these plans carried out. The large number of handicapped students facing unemployment after they finish high school places a heavy burden on society and could begin for many a recurring cycle of unemployment.

5. Individualized Education Plans (IEP). A substantial number of parents say they were not informed by their school about IEP meetings (32%) or say that IEPs are not offered by their school (10%). This is clearly a violation of the law. It is crucial that Individualized Education Plans for all handicapped students are developed, that students and parents participate in framing the goals of the IEP, and that schools carry out the Individualized Education Plans fully.

6. Educating Suspended Students. Fifty-five percent of parents whose children were suspended report that no education was provided for their children during suspension related to his or her handicap. For cases where education was provided at home, 68% say that the school system did not make the arrangement.

7. Supplementing Related Services. One out of three parents have to obtain extra educational or therapeutic services for their child outside of the school system; most seek services at their own expenses. Parents who pay for additional services report an average fee of $1,166 a year for such services.

8. Reinforcing the Positive Effects of Mainstreaming on Non-Handicapped Students. Educators report mainstreaming has a number of positive effects on non-handicapped students who develop greater acceptance and understanding of handicapped students. But handicapped students still get teased by other students for their physical and mental handicaps. If the educational system succeeds in teaching today's children to accept and understand persons with disabilities, tomorrow's workplace and society in general may reflect those changed attitudes.

Table 10-1

EFFECTIVENESS OF VARIOUS STEPS IN IMPROVING SPECIAL EDUCATION

Q.: How effective do you think (READ EACH ITEM) would be in improving your child's education -- very effective, somewhat effective, not so effective, or not effective at all?

Q.: How helpful do you think (READ EACH ITEM) would be in improving handicapped students' education -- very helpful, somewhat helpful, not very helpful, or not helpful at all?

	Parents				Educators			
	Base	Very Effective	Somewhat Effective	Not So/ Not at All Effective	Base	Very Helpful	Somewhat Helpful	Not Very/ Not at All Helpful
	1,000				702			
More mainstreaming and integration	%	36	35	21	%	33	40	21
Disability awareness training for teachers and school officials	%	67	23	7	%	72	25	2
Organized parent support groups	%	60	29	9	%	58	34	6
A longer school year for handicapped children	%	27	22	47	%	21	36	40
Less mainstreaming with more specialized teachers and facilities	%	34	25	37	%	20	34	42
Improved vocational programs	%	61	23	9	%	61	22	3
Information and referral centers for parents outside the school	%	64	27	8	%	59	30	8
Better coordination of the child's educational program	%	59	29	7	%	NA	NA	NA
Increased cooperation between special education and regular teachers	%	60	26	8	%	80	17	3
Improved preparation for higher education	%	63	21	9	%	53	29	6
Early intervention by preschool programs	%	NA	NA	NA	%	86	12	2

Note: Fifty-four percent of the parents of multi-handicapped children, 41% of the parents of mentally retarded children, and 36% of the parents of physically handicapped children say that a longer school year would be very effective in improving handicapped children's education.

LOUIS HARRIS AND ASSOCIATES

Q.21-E Parents

Table 10-2

TOP PRIORITIES FOR IMPROVING SPECIAL EDUCATION
SUGGESTED BY PARENTS

(Unprompted)

Q.: In your opinion, what should be the one or two top priorities for improving the special education your child receives?

Base	1,000 %
Specialized/individualized attention	15
Increased parental communication/involvement with teacher	10
More/improved vocational training	8
More/improved identification/diagnostic procedures	7
Increase in funding	7
Improved training for all staff/disability awareness in special education	6
Better qualified teachers/staff	6
More staff/support staff	6
More mainstreaming	5
Student/community awareness	5
Improved regular teachers training/disability awareness in special education	5

Q.27-E Educators

Table 10-3

TOP PRIORITIES FOR IMPROVING SPECIAL EDUCATION
SUGGESTED BY EDUCATORS

(Unprompted)

Q.: In your opinion, what should be the one or two top priorities for improving the special education in your (school/school district)?

Base	702 %
Improved (regular) teacher training/awareness in special education	16
Increase in funding	15
More vocational/job training	11
Improved relationship between regular and special education teachers	11
More staff-related services/support staff	11
Increased parental involvement/communication with teacher	9
Early/improved identification procedures	8
Reduction in class size	6
Early/improved intervention	6
More materials -- computers/teaching aids	5
More mainstreaming	5
In service training	5
Improved facilities -- accessibility/more space	5

APPENDIX A:

METHODOLOGY

PART I:

PARENTS' AND STUDENTS' SECTION

Interviews of handicapped students and their parents for The ICD Survey III: A Report Card on Special Education were conducted by telephone between February and June, 1988.

Sample Design

Since no comprehensive list of all handicapped children in America was available, the sampling of handicapped students and their parents required a multi-stage procedure.

From September through November of 1987, Louis Harris and Associates (LHA) contacted special education directors of randomly selected school districts from the universe of all American school districts. This sample was drawn with probability proportionate to size (the total number of students in the district). One hundred eighty-five school districts agreed to cooperate and were used in the survey; 259 were unwilling to participate.

Louis Harris and Associates then worked with the 185 special education directors agreeing to participate in the survey to derive the parents' sample. This sample was drawn based on lists of handicapped students in these districts controlling for region and disability types.

Twelve of the 185 school districts sent lists of the disabled children in their schools to the Harris firm for sampling. The other 173 school districts were provided with detailed sampling instructions, letters, and reply cards.

Packages were then sent to the parents by LHA and the special education directors to solicit consent for interviews of them and their children.

The controlling criteria of region and disability types were again applied to the sampling frame of consenting parents to derive the sample for interviewing. The sample of handicapped children was randomly selected from the sampling frame of all consenting parents within each cell (cells were defined by disability type and school district).

The key controls (in effect quotas) for the number of children and parents to be sampled were maintained at Harris, using the parental agreement cards which were received. Because it was not possible to determine accurately what precisely happened at each school district, it is not known how many parents were actually approached or what percentage of those replied.

However, it is reasonable to assume that there was some response bias -- as there usually is in any self-selection survey of this type. A reasonable hypothesis is that those who replied were somewhat better educated than those who did not reply.

Analysis of the data suggests that, if the better educated and more affluent parents are somewhat over-represented in this data base, the impact on the total findings is not large.

Interviewing

All interviews (1,000 parents and 198 children) were conducted by telephone from the New York offices of Louis Harris and Associates from February 14 to June 4, 1988.

PART II:

EDUCATOR'S SECTION

Sample Design

The educator sample consists of four categories: district directors of special education, school principals, regular classroom teachers, and special education teachers.

The sample of district directors of special education was drawn with probability proportionate to size (the total number of students in the district) from a list of all public school districts in America. For the group of school principals, a sample of public schools were selected randomly from a listing of all public schools. The sample of public school teachers was a systematic probability sample drawn from the list of all teachers provided by Market Data Retrieval, Westport, Connecticut.

In addition to the profile of educators presented in Chapter 3, Table A-1 describes some characteristics of the school districts represented by the educators interviewed for the survey.

Interviewing

Each selected teacher was contacted at his or her school by a LHA interviewer and asked to participate in the survey. When we could not reach a teacher directly, we left a message (including a toll-free number) to allow a return call.

Table A-1

SAMPLE DISPOSITION OF SCHOOL DISTRICT CHARACTERISTICS
(Educators' Sample)

Base	702
	%
Self-Reported District Wealth	
Above average	20
Average	40
Below average	37
Self-Reported District Size	
Less than 2,500	41
2,500 - 9,999	31
10,000 and above	21

Before being asked to complete the actual interview, each teacher was screened to ensure that adequate numbers of cases were included in the two categories of regular or special education teachers. Once the respondent passed the screen, an appointment was made to telephone at a convenient time and place to complete the interview.

District directors and school principals in most cases were interviewed at their offices via telephone.

PART III:

OTHER METHODOLOGICAL ISSUES

Questionnaire Development

Three questionnaires were developed for the study: one for educators, one for parents, and one for handicapped students.

First drafts of the questionnaire were pretested among a sample of teachers, parents, and students. The lessons learned during this testing process provided important refinements to the survey questionnaire.

Many individuals contributed their comments to the survey questionnaire, and Louis Harris and Associates is extremely grateful for those contributions. However, final responsibility for the questionnaires rests with Louis Harris and Associates.

Processing of the Data

All completed questionnaires were edited, coded, keypunched, and verified. The data were tabulated, checked for internal consistency, and processed by computer. The output of this process is a series of computer tables for each of the three surveys, showing the results for each survey question, both by the total number of respondents interviewed and by important subgroups.

Sampling Error

The results achieved from national public cross sections are subject to sampling error. Sampling error is defined as the difference between the results obtained from the sample and those that would have been obtained had the entire population been surveyed. The size of sampling error varies both with the size of the sample and with the percentage giving a particular answer. The

following table sets forth the range of error in samples of different sizes at different percentages of response:

Table A-2

RECOMMENDED ALLOWANCE FOR
SAMPLING ERROR OF PROPORTIONS
(PLUS OR MINUS)

Sampling Tolerances (at 95% Confidence Level)
To Use in Evaluating Any Individual Percentage Result

Approximate Sample Size of Any Group Asked Question on Which Survey Result Is Based	Approximate Magnitude of Results				
	Survey Percentage Result at 10% or 90%	Survey Percentage Result at 20% or 80%	Survey Percentage Result at 30% or 70%	Survey Percentage Result at 40% or 60%	Survey Percentage Result at 50%
1,250	2	2	3	3	3
1,000	2	2	3	3	3
500	3	4	4	4	4
300	3	5	5	6	6
200	4	6	6	7	7
100	6	8	9	10	10
50	8	11	13	14	14

For example, if the response for a sample size of 1,000 is 30%, in 95 cases out of 100 the response in the total population would be between 27% and 33%.

Note that survey results based on subgroups of small size can be subject to large sampling error. For example, the results based on the number of Hispanics in a sample could be subject to a sampling error of up to ±12.

The recommended allowances for sampling error were calculated based on a simple random sample.

Significance of Difference Between Proportions

The difference between the percentage responses given by two independent samples to the same questions may or may not be significant. To determine whether or not such a difference is indeed significant, the size of

the samples involved and the percentage giving each response must be taken into account. Table A-3 shows the margin of error that must be allowed for different sample sizes at different percentages of response:

Table A-3

SAMPLING ERROR OF DIFFERENCE BETWEEN PROPORTIONS

Sampling Tolerances (at 95% Confidence Level)
To Use in Evaluating Differences Between Two Percentage Results

Approximate Sample Size of Two Groups Asked Question on Which Survey Results Are Based	Approximate Magnitude of Results				
	Survey Percentage Result at 10% or 90%	Survey Percentage Result at 20% or 80%	Survey Percentage Result at 30% or 70%	Survey Percentage Result at 40% or 60%	Survey Percentage Result at 50%
1,250 vs. 1,250	2	3	4	4	4
1,000	2	3	4	4	4
500	3	4	5	5	5
300	4	5	6	6	6
200	4	6	7	7	7
100	6	8	9	10	10
50	8	11	13	14	14
1,000 vs. 1,000	3	4	4	4	4
500	3	4	5	5	5
300	4	5	6	6	6
200	5	6	7	7	8
100	6	8	9	10	10
50	9	11	13	14	14
500 vs. 500	4	4	6	6	6
300	4	6	7	7	7
200	6	7	8	8	8
100	7	9	10	11	11
50	9	12	13	14	15
300 vs. 300	5	6	7	8	8
200	5	7	8	9	9
100	7	9	10	11	11
50	9	12	14	15	15
200 vs. 200	6	8	9	10	10
100	7	10	11	12	12
50	9	12	14	15	15
100 vs. 100	8	11	13	14	14
50	10	14	16	17	17
50 vs. 50	12	16	18	19	20

APPENDIX B:

THE QUESTIONNAIRES

LOUIS HARRIS AND ASSOCIATES, INC.
630 Fifth Avenue
New York, New York 10111

/ FOR OFFICE USE ONLY:
/
/ Questionnaire No.:_____
/
/_____5-6-7-8

Study No. 874009-P

February 1, 1988

Sample Point No./__/__/__/__/__/__/__/__/__/__/
10-11-12-13-14-15-16-17-18

Time Started:_____A.M./P.M.

Interviewer:_____ I.D. No.:_____ Date:_____

Area Code:_____ Telephone No.:_____
(19-28)

Hello, I'm _____ from Louis Harris and Associates, the national polling organization in New York. We contacted you recently and asked you if you would participate in this study. We're doing a nationwide survey about the education of children with disabilities or handicaps or serious health problems who are receiving special education services. We would like to begin by asking you a few questions.

The survey is strictly confidential; your answers will not be shared with anyone, and the results of this study will be reported as anonymous statistics.

FROM OBSERVATION: RESPONDENT SEX

Male.....(29(____-1
Female.....____-2

INTERVIEWER: IF PARENT OF TWO HANDICAPPED CHILDREN, REQUEST THE PARENT THINK IN TERMS OF ELDEST CHILD IN SYSTEM IN ANSWERING QUESTIONS.

1a. What is the age of your child?

/__/__/ Years
(30-31)

Not sure.....(32(____-1

1b. And all in all, how satisfied are you with how the schools and the special education system are meeting the needs of your child? Would you say you are very satisfied, somewhat satisfied, somewhat dissatisfied, or very dissatisfied?

Very satisfied.....(33(____-1
Somewhat satisfied.....____-2
Somewhat dissatisfied.....____-3
Very dissatisfied.....____-4
Not sure.....____-5

2. Now, I am going to read you several aspects of public schools that can be judged. For each, please tell me whether you would rate your child's school excellent, good, fair, or poor? READ LIST (P*)

ROTATE -- START AT "X"	Excellent	Good	Fair	Poor	Not Sure	Not Applicable
( ) a. Accessibility of the school's physical facilities entering or within the school.....(34(	____-1	____-2	____-3	____-4	____-5	____-6
( ) b. Availability of programs for gifted and talented children with handicaps.(35(	____-1	____-2	____-3	____-4	____-5	____-6
( ) c. The attitudes of teachers and principals toward parents of children with handicaps.....(36(	____-1	____-2	____-3	____-4	____-5	____-6
( ) d. The cooperation between regular and special education teachers.....(37(	____-1	____-2	____-3	____-4	____-5	____-6
( ) e. Enough time and staff to implement the special education curriculum.....(38(	____-1	____-2	____-3	____-4	____-5	____-6
( ) f. The success of the school in preparing students for education beyond high school.....(39(	____-1	____-2	____-3	____-4	____-5	____-6
( ) g. The success of the school in preparing students for jobs after high school.....(40(	____-1	____-2	____-3	____-4	____-5	____-6
( ) h. The school system's effort to include children with and without handicaps together in school activities.....(41(	____-1	____-2	____-3	____-4	____-5	____-6
( ) i. Preschool programs.....(42(	____-1	____-2	____-3	____-4	____-5	____-6

INTERVIEWER: REPEAT STEM

ASK ACROSS

3a. Effective special education relies on related and support services for students with handicaps. I will read a list of these services, which may be provided by your school system. Would you please tell me if, in each case, your child has needed the service, or not?

IF "NEEDED" IN Q.3a, ASK FOR EACH ITEM

3b. Were you satisfied with the service, or not satisfied, or didn't you receive it?

ROTATE -- START AT "X"	Q.3a Needed Service: Has Needed	Has Not Needed	Depends (Vol.)	Not Applicable	Not Sure	Q.3b Satisfaction With Service: Satisfied	Not Satisfied	Not Received/ Not Available	Not Sure
( ) 1. Transportation services to home or school.....	(43(___ -1	___ -2	___ -3	___ -4	___ -5	(54(___ -1	___ -2	___ -3	___ -4
( ) 2. Psychological counseling services.....	(44(___ -1	___ -2	___ -3	___ -4	___ -5	(55(___ -1	___ -2	___ -3	___ -4
( ) 3. School health services...	(45(___ -1	___ -2	___ -3	___ -4	___ -5	(56(___ -1	___ -2	___ -3	___ -4
( ) 4. Speech/language therapy..	(46(___ -1	___ -2	___ -3	___ -4	___ -5	(57(___ -1	___ -2	___ -3	___ -4
( ) 5. Classroom aides such as tutor, note taker, interpreter.....	(47(___ -1	___ -2	___ -3	___ -4	___ -5	(58(___ -1	___ -2	___ -3	___ -4
( ) 6. Hearing testing and related services.....	(48(___ -1	___ -2	___ -3	___ -4	___ -5	(59(___ -1	___ -2	___ -3	___ -4
( ) 7. Occupational therapy.....	(49(___ -1	___ -2	___ -3	___ -4	___ -5	(60(___ -1	___ -2	___ -3	___ -4
( ) 8. Physical therapy.....	(50(___ -1	___ -2	___ -3	___ -4	___ -5	(61(___ -1	___ -2	___ -3	___ -4
( ) 9. Social work services.....	(51(___ -1	___ -2	___ -3	___ -4	___ -5	(62(___ -1	___ -2	___ -3	___ -4
( ) 10. Physical education specially adapted to your child's needs.....	(52(___ -1	___ -2	___ -3	___ -4	___ -5	(63(___ -1	___ -2	___ -3	___ -4
( ) 11. Diagnostic testing.....	(53(___ -1	___ -2	___ -3	___ -4	___ -5	(64(___ -1	___ -2	___ -3	___ -4

4. Please tell me whether you agree or disagree with each statement about your experience with your child's school.
(P*)
ROTATE -- START AT "X"

	Agree	Disagree	Not Sure
( ) 1. It does a good job of encouraging parental involvement in educational areas.....(65(	____-1	____-2	____-3
( ) 2. It does a good job of encouraging parental involvement in sports, art, and other non-academic areas...(66(	____-1	____-2	____-3
( ) 3. It only contacts parents when there is a problem with their child.....(67(	____-1	____-2	____-3

5a. Which setting best describes your child's current or most recent educational placement? (Is/was) it in a regular classroom, a special classroom in a regular school, or a separate special school?

Regular classroom.....(68(____-1 (ASK Q.5b)

Special classroom.....____-2 (SKIP TO Q.5c)

Separate special school.....____-3
Neither.....____-4
Not sure.....____-5
} (SKIP TO Q.6)

5b. Would that be a regular classroom with (READ EACH ITEM), or not?

	Yes	No	Not Sure
a. A special teacher who comes to the regular classroom to provide special instruction.....(69(	____-1	____-2	____-3
b. 1-2 hours a day in a resource room (or whatever term used in local area).(70(	____-1	____-2	____-3
c. 3-5 hours a day in a resource room....(71(	____-1	____-2	____-3
d. No special services.....(72(	____-1	____-2	____-3

} (SKIP TO Q.7)

5c. Would that be (READ LIST)?

a. A special class in a regular school where special education students interact with non-handicapped students at lunch, in some non-academic classes, and at recess time.....(73(____-1

- OR -

b. A special class in a regular school but with little interaction with non-handicapped students.....____-2

c. Not sure.....____-3

} (SKIP TO Q.7)

6. Is/was it in (READ EACH ITEM)?

a. A residential facility (school where child lives).(74(____-1

- OR -

b. A private or public day school.....____-2

- OR -

c. A home-bound or hospital environment.....____-3

- OR -

d. A correctional facility, or.....____-4 } (SKIP TO Q.9)

- OR -

e. Some other place (SPECIFY):

_____....____-5

f. Not sure.....____-6

7. Under the law handicapped children are supposed to be integrated with non-handicapped children to the maximum extent "appropriate." This is sometimes known as "mainstreaming." Over the <u>past several years</u> would you say your child has been integrated completely, a great deal, somewhat, or hardly at all?

Integrated completely.....(75(____-1
A great deal.....____-2
Somewhat.....____-3
Hardly at all.....____-4
Not applicable.....____-5
Not sure.....____-6

8. What would be <u>best</u> for your child -- more integration, less, or the same amount?

More integration.....(76(____-1
Less integration.....____-2
Same amount.....____-3
Not sure.....____-4

9. How well do you think your child's current or most recent school placement prepares your child to leave school with (READ EACH ITEM) -- very well, somewhat well, not so well, or not well at all?

<u>ROTATE -- START AT "X"</u>	<u>Very Well</u>	<u>Somewhat Well</u>	<u>Not So Well</u>	<u>Not Well At All</u>	<u>Not Sure</u>
( ) 1. The skills and knowledge all children need for social interaction.....(77(	____-1	____-2	____-3	____-4	____-5
( ) 2. Skills and knowledge for entering higher education or training beyond high school.....(78(	____-1	____-2	____-3	____-4	____-5
( ) 3. Skills and knowledge needed for obtaining employment.....(79(	____-1	____-2	____-3	____-4	____-5

THOSE WHO ANSWERED Q.6 SKIP TO Q.11. OTHERS ASK Q.10

10. How good has mainstreaming or integration been (READ EACH ITEM) your child -- very good, somewhat good, not so good, or not good at all?

ROTATE -- START AT "X"	Very Good	Somewhat Good	Not So Good	Not Good At All	Not Applicable	Not Sure
( ) a. For the self-esteem of.....(2*10(	____-1	____-2	____-3	____-4	____-5	____-6
( ) b. For the social skills of.....(11(	____-1	____-2	____-3	____-4	____-5	____-6
( ) c. For the educational performance of(12(	____-1	____-2	____-3	____-4	____-5	____-6

ASK EVERYONE

11. Do you think that the education of your child, whatever the nature of the handicap, is equal, better, or worse than for non-handicapped students, in terms of (READ EACH ITEM)?

INTERVIEWER: REPEAT STEM

	Equal	Better	Worse	Not Sure
1. The quality of academic subject matter.....(13(	____-1	____-2	____-3	____-4
2. The quality of non-academic subjects, such as physical education, music, and art.....(14(	____-1	____-2	____-3	____-4
3. Encouraging achievement.....(15(	____-1	____-2	____-3	____-4
4. The use of standardized achievement tests.....(16(	____-1	____-2	____-3	____-4

12. Is most of the academic subject matter presented in a way your child can/could understand, or not?

Yes.....(17(____-1
No.....____-2
Not sure.....____-3

13. Now, I am going to mention a series of possible problems with the quality of education. Please tell me how much of a problem they present for your child and other children with handicaps in (his/her) school. Do you consider (READ EACH ITEM) to be a major problem, a minor problem, or no problem at all?

ROTATE -- START AT "X"	Major Problem	Minor Problem	No Problem At All	Not Sure
( ) a. Lack of funds for special education in your school.....(18(	____-1	____-2	____-3	____-4
( ) b. Lack of teacher expertise or training regarding children with handicaps.....(19(	____-1	____-2	____-3	____-4
( ) c. Lack of enough individual attention.....(20(	____-1	____-2	____-3	____-4
( ) d. Poor attitudes of school staff.....(21(	____-1	____-2	____-3	____-4
( ) e. The relationship between special education and regular education teachers.....(22(	____-1	____-2	____-3	____-4
( ) f. Non-handicapped students' attitudes (inside or outside school).....(23(	____-1	____-2	____-3	____-4
( ) g. Lack of adaptations and services to meet the needs of your child.....(24(	____-1	____-2	____-3	____-4

14. How often has your child made friends with schoolmates? Would you say often, sometimes, rarely, or never?

Often.....(25(____-1
Sometimes.....____-2
Rarely.....____-3
} (ASK Q.15)

Never.....____-4
Not sure.....____-5
} (SKIP TO Q.17)

15. Are most of these friendships with handicapped or non-handicapped children?

Handicapped.....(26(____-1
Non-handicapped.....____-2
Equal (vol.).....____-3
Not sure.....____-4

16. Has the school system encouraged and supported such friendships?

Yes, has.....(27(____-1
No, has not.....____-2
Depends (vol.).....____-3
Not sure.....____-4

17. How many times per week (does/did) your child get together with schoolmates after school? PROMPT WITH LIST IF NECESSARY

Less than once a week.(28(____-1
Once a week.....____-2
More often than once.....____-3
Daily (vol.).....____-4
Not at all.....____-5
Not sure.....____-6

18. Are bus departure times or separate busing a barrier to your child's (making/having) more friendships with non-handicapped students, or not?

Yes, a barrier.....(29(____-1
No, not a barrier.....____-2
Not applicable.....____-3
Not sure.....____-4

19a. Compared to children without handicaps, has your child been teased or ridiculed by other children more, the same, or less?

More.....(30(____-1 (ASK Q.19b)

The same.....____-2
Less.....____-3
Never (vol.).....____-2
Not sure.....____-4
} (SKIP TO Q.20)

19b. Did the school intervene, or not?

Yes, intervened.....(31(____-1
No, did not intervene....____-2
Not aware (vol.).....____-3
Not sure.....____-4

20. How effective do you think (READ EACH ITEM) would be in improving your child's education -- very effective, somewhat effective, not so effective, or not effective at all?

ROTATE -- START AT "X"	Very Effective	Somewhat Effective	Not So Effective	Not Effective At All	Not Applicable	Not Sure
( ) 1. More mainstreaming and integration.....(32(	____-1	____-2	____-3	____-4	____-5	____-6
( ) 2. Disability awareness training for teachers and school officials.....(33(	____-1	____-2	____-3	____-4	____-5	____-6
( ) 3. Organized parent support groups.....(34(	____-1	____-2	____-3	____-4	____-5	____-6
( ) 4. A longer school year for handicapped children.....(35(	____-1	____-2	____-3	____-4	____-5	____-6
( ) 5. Less mainstreaming with more specialized teachers and facilities.....(36(	____-1	____-2	____-3	____-4	____-5	____-6
( ) 6. Improved vocational programs.....(37(	____-1	____-2	____-3	____-4	____-5	____-6
( ) 7. Information and referral centers for parents outside the school.....(38(	____-1	____-2	____-3	____-4	____-5	____-6
( ) 8. Better coordination of the child's educational program(39(	____-1	____-2	____-3	____-4	____-5	____-6
( ) 9. Increased cooperation between special education and regular teachers.....(40(	____-1	____-2	____-3	____-4	____-5	____-6
( ) 10. Improved preparation for higher education.....(41(	____-1	____-2	____-3	____-4	____-5	____-6

21. In your opinion, what should be the one or two top priorities for improving the special education your child receives?

_____(42-43)

_____(44-45)

_____

Not sure.....(46(____-1

This section looks at the Individualized Education Plan (I.E.P.) -- a specific plan for an educational program aimed at helping the child with handicaps realize his full potential.

22a. Have you attended your child's most recent I.E.P. (Individualized Education Plan) conference, or not?

Yes, attended.....(47(____-1 (SKIP TO Q.23a)

No, did not attend.....____-2 } (ASK Q.22b)
Not sure.....____-3 }

22b. Why is that?

_____(48-49)
_____(50-51) } (SKIP TO Q.23b)
_____

Not sure.....(52(____-1 }

23a. Did you feel you were able to express yourself openly at the I.E.P. conference, or not?

Yes.....(53(____-1
No.....____-2
Not sure.....____-3

23b. Did you contribute to the development of the objectives of your child's I.E.P. or not?

Yes, contributed.....(54(____-1
No, did not contribute.....____-2
Not sure.....____-3

23c. In your view, how much did the I.E.P. goals reflect the needs of your child -- very much, some, not so much, or not much at all?

Very much.....(55(____-1
Some.....____-2
Not so much.....____-3
Not much at all.....____-4
Not sure.....____-5

24. Was your child's I.E.P. written in language you could understand or not?

Yes.....(56(____-1
No.....____-2
Not sure.....____-3

25a. How often were you informed of your child's progress -- often, sometimes, rarely, or never?

Often.....(57(____-1
Sometimes.....____-2
Rarely.....____-3
} (ASK Q.25b)

Never.....____-4
Not sure.....____-5
} (SKIP TO Q.26)

25b. Was that sufficient, or not?

Yes.....(58(____-1
No.....____-2
Not sure.....____-3

26. Do you feel that the goals of your child's I.E.P. (were/are) being properly carried out or not?

Yes, carried out.....(59(____-1
No, not carried out.....____-2
Not sure.....____-3

27. How effectively does the planning committee for your child's I.E.P. monitor your child's education and progress -- very effectively, somewhat effectively, not so effectively, or not effectively at all?

Very effectively.....(60(____-1
Somewhat effectively.....____-2
Not so effectively.....____-3
Not effectively at all.....____-4
Not applicable (vol.).....____-5
Not sure.....____-6

28. Is there a continuity of service in your child's I.E.P., or has information been written with no reference to (his/her) progress from year to year?

Continuity.....(61(____-1
No reference year to year.....____-2
Not sure.....____-3

29. Suppose you did not get the services you need for your child. If you wanted to talk with others about it, which would you be most likely to do first (READ EACH ITEM) -- which would you do second?
READ LIST -- MULTIPLE RECORD

	First	Second	Third
a. Contact teachers or.....(62(	____-1	____-2	____-3
b. Contact the principal or.....(63(	____-1	____-2	____-3
c. Call another parent.....(64(	____-1	____-2	____-3
d. Not know what to do (vol.).....(65(	____-1	XXXXXX	XXXXXX
Not sure.....	____-2	XXXXXX	XXXXXX

30. Do you feel your child needs a person <u>independent</u> of the school system to advocate for (his/her) rights in school, or not?

Yes, needs.....(66(____-1
No, does not need.....____-2
Not sure.....____-3

31. Do you ever have to go to school to assist your child in activities such as self-care, feeding, bathroom attending, or not?

Yes.....(67(____-1
No.....____-2
Not applicable.....____-3
Not sure/refused.....____-4

32. And about how many hours per week do you or other family members spend related to your child's education outside of school? (LESS THAN 1 YEAR = 0)

/__/__/ Hours per week
(68-69)

Not sure.....(70(____-1

33a. Do you go outside of school to get extra educational or therapeutic services for your child or not?

Yes.....(71(____-1 (ASK Q.33b)

No.....____-2 } (SKIP TO Q.34a)
Not sure.....____-3 }

33b. About how much did you pay for these services in the last year?

/__/,/__/__/__/ $ paid in last year
(72-75)

Not sure.....(76(____-1

34a. Do you belong to any local or national groups that promote or provide information on the education of children with handicaps or not?

Yes.....(77(____-1 (ASK Q.34b)

No.....____-2 } (SKIP TO Q.35)
Not sure.....____-3 }

34b. Which groups would that be?

_____(3*10-11)

_____(12-13)

_____

None (vol.).....(14(____-1
Not sure.....____-2

35. How likely would you be to organize with other parents of children with handicaps--very likely, somewhat likely, not very likely, or not likely at all?

Very likely.....(15(____-1
Somewhat likely.....____-2
Not very likely.....____-3
Not likely at all.....____-4
Not sure.....____-5

36a. Did you ever have to work hard or fight to get your child the education (he/she) needs, or not?

Yes.....(16(____-1 (ASK Q.36b)

No.....____-2 } (SKIP TO Q.37a)
Not sure.....____-3 }

36b. Are things improved as a result of your efforts or not?

Yes.....(17(____-1
No.....____-2
Not sure.....____-3

37a. Have you ever considered filing a complaint on your child's behalf?

Yes, considered.....(18(____-1 (ASK Q.37b)

No, did not consider.....____-2 } (SKIP TO Q.42)
Not sure.....____-3 }

37b. Did you file or not?

Yes.....(19(____-1 (SKIP TO Q.38)

No.....____-2 } (ASK Q.37c)
Not sure.....____-3 }

37c. What changed your mind about filing? Was it a lack of money, not enough information about the process, or some other reason?

Lack of money.....(20(____-1
Lack of information.....(21(____-1
Plea bargaining (vol.).....(22(____-1
Problem resolved (vol.).....(23(____-1
Other (SPECIFY):

_____.(24(____-1
Not sure.....____-2

} (SKIP ALL TO Q.42)

38. Was it helpful or not?

Helpful.....(25(____-1
Not helpful.....____-2
Not sure.....____-3

39. How fair a hearing did you get -- very fair, somewhat fair, not very fair, or not at all fair?

Very fair.....(26(____-1
Somewhat fair.....____-2
Not very fair.....____-3
Not at all fair.....____-4
Not sure.....____-5

40. Did you incur costs, or not?

Yes, incurred.....(27(____-1
No, did not incur.....____-2
Not sure.....____-3

41. What was the nature of the complaint?

_____(28-29)

_____(30-31)

_____

Not sure.....(32(____-1

ASK EVERYONE

42. How much do you feel you know about what rights (READ EACH ITEM) gives your child as a student with a handicap -- do you know a great deal, some, not so much, or nothing at all?

	Great Deal	Some	Not So Much	Nothing At All	Not Sure/ Refused
a. Section 504 (the 1973 Rehabilitation Act).....(33(	____-1	____-2	____-3	____-4	____-5
b. PL 94-142 (Education for All Handicapped Children Act).....(34(	____-1	____-2	____-3	____-4	____-5
c. The Perkins Act.....(35(	____-1	____-2	____-3	____-4	____-5

43. Has your child ever been suspended because of behavior that might be related to (his/her) handicap, or not?

Yes.....(36(____-1 (ASK Q.44a)

No.....____-2 } (SKIP TO Q.45)
Not sure.....____-3 }

44a. During the time of suspension was your child educated at home, or not?

Yes.....(37(____-1 (ASK Q.44b)

No.....____-2 } (SKIP TO Q.45)
Not sure.....____-3 }

44b. Did your school system make the arrangements, or not?

Yes.....(38(____-1
No.....____-2
Not sure.....____-3

45. What does your school system provide when children complete their special education program? READ LIST -- MULTIPLE RECORD

Modified diploma.....(39(____-1
Certificate of attendance or completion.(40(____-1
Regular high school diploma.....(41(____-1
Adult high school diploma.....(42(____-1
Other (SPECIFY):

_____.(43(____-1
Not sure.....____-2

46. How would you describe the planning and support offered by educators at your child's school during major transitions, such as from elementary to junior high and junior high to high school -- very effective, somewhat effective, somewhat ineffective, or very ineffective?

Very effective.....(44(____-1
Somewhat effective.....____-2
Somewhat ineffective.....____-3
Very ineffective.....____-4
None, not done (vol.).....____-5
Not applicable (vol.).....____-6
Not sure.....____-7

ONLY Q.47 IF CHILD 17 OR OVER, SKIP OTHERS TO Q.F1a.

47. How would you describe the planning and support offered by educators at your child's school during major transitions, such as from school to work -- very effective, somewhat effective, somewhat ineffective, or very ineffective?

Very effective.....(45(____-1
Somewhat effective.....____-2
Somewhat ineffective.....____-3
Very ineffective.....____-4
None, not done (vol.).....____-5
Not applicable (vol.).....____-6
Not sure.....____-7

48. At what point in your child's school does vocational or other post-secondary planning begin for children with handicaps? Would you say: beginning of junior high, end of junior high, beginning of high school, end of high school, on graduation, or is there no planning?

Beginning of junior high...(46(____-1
End of junior high.....____-2
Beginning of high school.....____-3
End of high school.....____-4
On graduation.....____-5
} (ASK Q.49)

No planning.....____-6 (SKIP TO Q.52)
Other (SPECIFY):

_____..____-7
Not sure.....____-8
} (ASK Q.49)

49. (Did/Does) the planning for your child include (READ EACH ITEM), or not?

	Yes	No	Not Applicable	Not Sure
a. Job counseling and placement.....(47(	____-1	____-2	____-3	____-4
b. Contact with a vocational rehabilitation agency....(48(	____-1	____-2	____-3	____-4
c. Preparation for further education in college, technical, or trade school.....(49(	____-1	____-2	____-3	____-4

50. Was a specific transition plan written as part of the IEP, or not?

Yes.....(50(____-1
No.....____-2
Not sure.....____-3

51a. In the case of your child, were transition plans from school to post-secondary education or work carried out?

Yes, carried out.....(51(____-1 (SKIP TO Q.52)

No, not carried out.....____-2 } (ASK Q.51b)
Not sure.....____-3 }

Not applicable (vol.).....____-4 (SKIP TO Q.52)

51b. Why not?

_____(52-53)

_____(54-55)

Not sure.....(56(____-1

52. Which of the following categories best describes your child's current employment situation: is (he/she) (READ LIST)? SINGLE RECORD

a. A full-time student.....(57(____-1 (SKIP TO Q.54)

b. Working full-time for an employer, or you.....____-2 }
c. Working part-time for an employer, or you.....____-3 } (ASK Q.53)
d. In a special workshop.....____-4 }

e. Unemployed but looking for work.....____-5
f. Unemployed and not looking for work.....____-6
g. Completely unable to work because of disability or health problem.....____-7 } (SKIP TO Q.54)
h. Keeping house.....____-8
i. A trainee in a vocational rehabilitation program.....____-9
j. Doing full- or part-time volunteer service.....____-0

Refused.....(58(____-1 }
Not sure.....____-2 } (SKIP TO Q.F1a)

53. Did your child get his/her job through (READ LIST)? SINGLE RECORD

ROTATE -- START AT "X"

( ) a. The school.....(59(____-1

- OR -

( ) b. Family or friends.....____-2

- OR -

( ) c. Vocational rehabilitation agency.....____-3

- OR -

( ) d. Employment agency (job service).....____-4

Other (Vol.).....____-5

54. Did your child take any summer jobs and/or after school employment while still in school?

Yes.....(60(____-1
No.....____-2
Not sure.....____-3

55. Did (he/she) participate in work/study programs like the one offered to non-handicapped children while still in school, or not?

Yes.....(61(____-1
No.....____-2
Not offered (vol.).....____-3
Not sure.....____-4

F1a. I'll read a list of handicaps. Please tell me whether they apply to your child, or not. READ EACH ITEM -- MULTIPLE RECORD
(H*)

		Yes	No	Not Sure
1.	Learning disabled.....(62(	____-1	____-2	____-3
2.	Speech impaired.....(63(	____-1	____-2	____-3
3.	Emotionally disturbed.....(64(	____-1	____-2	____-3
4.	Mentally retarded.....(65(	____-1	____-2	____-3
5.	Hard of hearing.....(66(	____-1	____-2	____-3
6.	Deaf.....(67(	____-1	____-2	____-3
7.	Orthopedically impaired (physically handicapped).....(68(	____-1	____-2	____-3
8.	Visually handicapped.....(69(	____-1	____-2	____-3
9.	Severe multihandicapped.....(70(	____-1	____-2	____-3
10.	Deaf and blind.....(71(	____-1	____-2	____-3
11.	Other health impaired.....(72(	____-1	____-2	____-3

ASK F.1b IF "DEAF," "HARD OF HEARING," OR "DEAF AND BLIND" ASK:
F1b. Does your child mainly communicate by sign language, speech, or total communication including lip reading? MULTIPLE RECORD

Sign language.....(73(____-1
Speech.....(74(____-1
Total communication including lipreading.(75(____-1
Don't know/not sure.....____-2
} (SKIP TO Q.F2)

ASK F.1c IF "VISUALLY HANDICAPPED" OR "DEAF AND BLIND": MULTIPLE RECORD
F1c. Does your child mainly use print, braille, or tape?

Print.....(76(____-1
Braille.....(77(____-1
Tape.....(78(____-1
Don't know/not sure.....____-2

ASK EVERYONE
F2. Would you describe (his/her) handicap, disability or health problem as slight, moderate, somewhat severe, or very severe?
(H*)

Slight..... (79(____-1
Moderate.....____-2
Somewhat severe.....____-3
Very severe.....____-4
Not sure/refused.....____-5

F3. When was your child's handicap, disability, or health problem first identified -- at birth, during early childhood, preschool and later childhood, during adolescence, or when (he/she) was a young adult?
(H*)

At birth.....(4*10(____-1
Early childhood (0-3 years).....____-2
Preschool and later childhood (4-11 years).....____-3
Adolescence (12-19 years).....____-4
Young adult (over 20 years).....____-5
Not sure/refused.....____-6

F4. Who referred your child for special education services -- you, a pediatrician, (mother), (father), grandparent, guardian, school system, or who?

Pediatrician.....(11(____-1
Mother.....____-2
Father.....____-3
Grandparent.....____-4
Guardian.....____-5
School system.....____-6
Other (SPECIFY):

_____..____-7
Not sure.....____-8

F5. At what age did your school system begin providing special educational services to your child?

/ / / Years
(12-13)

Not sure.....(14(____-1

F6. And, until what age (will/were) special education services (be) provided by your school system?

/ / / Years
(15-16)

To present age (vol.)....(17(____-1
Not sure.....____-2

F7. Is your child male or female?

Male.....(18(____-1
Female.....____-2

F8. Does anyone else in your household have a handicap, or not? Who?

No one.....(19(____-1 (SKIP TO Q.F10)

Father.....____-2
Mother.....____-3
Sibling.....____-4
I do (vol.).....____-5
} (ASK Q.F9)

Other (SPECIFY):

_____..____-6
Not sure.....____-7
Refused.....____-8
} (SKIP TO F.10)

F9. What is the handicap?

_____(20-21)

_____(22-23)

_____

Not sure.....(24(____-1

And, now, just a few more questions about yourself for statistical purposes.

F10. First, what type of work does the main wage earner of this household do?

ASK FOR JOB TITLE AND MAIN DUTIES -- DESCRIBE IN DETAIL:

Professional.....(25(____-1
Manager, official.....____-2
Proprietor (small business).....____-3
Clerical worker.....____-4
Sales worker.....____-5
Skilled craftsman, foreman.....____-6
Operative, unskilled laborer (except farm).____-7
Service worker.....____-8
Farmer, farm manager, farm laborer.....____-9
Student.....____-0
Housewife.....(26(____-1
Military service.....____-2
Unemployed.....____-3
Retired.....____-4
Welfare.....____-5
Disabled.....____-6
Other (SPECIFY):

_____...____-7
Not sure.....____-8

F11. What is the last year of school you have completed?

Less than high school (grades 1-11)...(27(____-1
High school graduate (grade 12).....____-2
Some college (grades 13-15).....____-3
College graduate (grade 16).....____-4
Post graduate (grade 17 and over).....____-5
Not sure.....____-6

F12. Which of the following income categories best describes your total 1987 household income? Was it (READ LIST)?

$7,500 or less.....(28(____-1
$7,501 to $15,000.....____-2
$15,001 to $25,000.....____-3
$25,001 to $35,000.....____-4
$35,001 to $50,000.....____-5
$50,001 to $75,000.....____-6
$75,001-$100,000.....____-7
$100,001 or over.....____-8
Not sure.....____-0

INTERVIEWER: TOTAL HOUSEHOLD INCOME BEFORE TAXES FROM ALL SOURCES -- IF UNSURE OF 1986 INCOME, PROBE FOR ESTIMATE

F13. Are you of Hispanic origin or descent, or not?

Yes, of Hispanic origin.....(29(____-1
No, not of Hispanic origin.....____-2
Not sure.....____-3

F14. Do you consider yourself white, black, Asian, or what?

White.....(30(____-1
Black.....____-2
Asian or Pacific Islander.....____-3
American Indian or Alaskan native...____-4
Not sure.....____-5

31-80Z

That ends the interview. Thank you very much for your cooperation!
IF CHILD IS 14+ YEARS OLD Now, may I speak for a brief time with your child?

TIME ENDED:_____A.M./P.M.

LOUIS HARRIS AND ASSOCIATES, INC.
630 Fifth Avenue
New York, New York 10111

/ FOR OFFICE USE ONLY:
/
/ Questionnaire No.:_____
/
/_____5-6-7-8

Study No. 874009-C

February 1, 1988

Sample Point No./ / / / / / / / / / /
10-11-12-13-14-15-16-17-18

Time Started:_____A.M./P.M.

Interviewer:_____ Date:_____

Area Code:_____ Telephone No.:_____
(19-28)

Hello, _____ (CHILD'S NAME), I'm _____ from Louis Harris in New York. I just spoke with your (mother/father) about school and your education. We want to know how you feel about school also. I'd like to ask you a few questions now.

I want you to know that nobody else will know what you say. Just your answers and the answers of other students will be added together to give a good picture of school life now and how to improve it.

FROM OBSERVATION: RESPONDENT SEX	
Male.....(29(	____-1
Female.....	____-2

INTERVIEWER: READ SLOWLY BUT WITH ANIMATION, ENUNCIATE CLEARLY THROUGHOUT

CHILDREN WHOSE PARENT NOT INTERVIEWED, ASK. SKIP OTHERS TO Q.1.

A1. How old are you?

/ / / years
(30-31)

Not sure.....(32(____-1

A2. Now, would you tell me about your current or most recent classroom setting? (Are/Were) you in a regular classroom, a special classroom in a regular school, or a separate special school?

Regular classroom.....(33(____-1 (ASK Q.B1)

Special classroom.....____-2 (SKIP TO Q.C)

Separate special school.....____-3 } (SKIP TO Q.D)
Not sure.....____-4 }

B1. In addition to your regular classes (do/did) you also go to a resource room, or (does/did) a special teacher come to your class to provide special instruction?

Resource room.....(34(____-1 (ASK Q.B2)

Special teacher.....____-2 }
Not applicable.....____-3 } (SKIP TO Q.2)
Not sure.....____-4 }

B2. How many hours a day (do/did) you spend in the resource room?

1-2 hours.....(35(____-1 }
3-5 hours.....____-2 } (SKIP TO Q.2)
Not sure.....____-3 }

C. Would that be (READ EACH ITEM)?

a. A special class in a regular school where you don't mix with other students in regular classes, or.....(36(____-1 }

b. A special class in a regular school where you do mix with the students in regular classes, at lunch or recess, or classes such as music, gym, or art.....____-2 } (SKIP TO Q.2)

Not sure.....____-3 }

D. (Is/Was) it in (READ EACH ITEM)?

a. A school where you live.....(37(____-1 }
b. A home or hospital where you are taught.....____-2 }
c. A correctional facility.....____-3 } (SKIP TO Q.2)
d. Other (SPECIFY):

_____....____-4 }
Not sure.....____-5 }

First, I'd like to ask you a series of questions we ask everybody.

1. How old are you?

/ / / years
(41-42)

Not sure.....(43(____-1

2. And, how satisfied (are/were) you with your school life overall? (Do/Did) you like it a lot, (is/was) it O.K., or (do/did) you hate it?

Like it a lot.....(44(____-1
O.K.....____-2
Hate it.....____-3
Not sure.....____-4

3. Do you feel your teachers (understand/understood) and (help/helped) you with your special needs as a student, or not?

Yes.....(45(____-1
No.....____-2
Not sure.....____-3

4a. (Does/Did) your schoolwork interest you, or not?

Yes.....(46(____-1
No.....____-2
Not sure.....____-3

4b. (Is/Was) your schoolwork mainly hard, mainly easy, or just right?

Hard.....(47(____-1
Easy.....____-2
Just right.....____-3
Not sure.....____-4

5a. Some classes have students with handicaps or learning problems, and other classes have students with no handicaps or learning problems. Think of your (class/former class), for a moment. Do you feel you were placed in the right type of class, or not?

Yes.....(48(____-1 (SKIP TO Q.6)

No.....____-2 } (GO TO Q.5)
Not sure.....____-3 }

5b. What type of classroom would have been better?

_____(49-50)

_____(51-52)

_____

None (vol.)...(53(____-1
Not sure.....____-2

6. (Are/Were) you made to feel welcome in the (current/last) school you (are/were) in, or not?

Yes.....(54(____-1
No.....____-2
Not sure.....____-3

7a. (Do/Did) you use special services like speech therapy, tutoring, or physical therapy, or not?

Yes.....(55(____-1 (ASK Q.7b)

No.....____-2 } (SKIP TO Q.8)
Not sure.....____-3 }

7b. (Are/Did) they (helping/help) you or not?

Yes.....(56(____-1
No.....____-2
Not sure.....____-3

8. Do you think that your school (has/had) enough special services to help you get the education you (want/wanted), or not?

Enough services.....(57(____-1 (SKIP TO Q.10)

Not enough services.....____-2 (ASK Q.9)

Not needed.....____-3 (SKIP TO Q.10)

Not sure.....____-4 (ASK Q.9)

9. What are the one or two special services your school (could/could have provide(d)) to improve your education?

_____(58-59)

_____

_____

Nothing (vol.)...(60(____-1
Not sure.....____-2

10a. (Are/Were) you friends with other students in your school, or not?

Yes, friends.....(61(____-1 (ASK Q.10b)

No, not friends.....____-2 } (SKIP TO Q.11)
Not sure.....____-3 }

10b. (Do/Did) some of these students have handicaps or learning disabilities, or not?

Yes.....(62(____-1
No.....____-2
Some (vol.).....____-3
Not sure.....____-4

10c. And, have you made friends with students with no handicaps or disabilities or not?

Yes.....(63(____-1
No.....____-2
Not sure.....____-3

11. How often (do/did) you get together with schoolmates after school or at home -- often, sometimes, rarely, or never?

Often.....(64(____-1
Sometimes.....____-2
Rarely.....____-3
Never.....____-4
Not sure.....____-5

12a. All of us need some help in learning. The school can sometimes help by doing or providing certain things. (Does/Did) your school help you (READ EACH ITEM)?

ROTATE -- START AT "X"	Yes	No	Not Applicable (Vol.)	Not Sure
( ) 1. By moving you closer to the blackboard or teacher.....	(65(____-1	____-2	____-3	____-4
( ) 2. By giving you special instructions during tests	(66(____-1	____-2	____-3	____-4
( ) 3. By having somebody to take notes for you.....	(67(____-1	____-2	____-3	____-4
( ) 4. By providing tutors.....	(68(____-1	____-2	____-3	____-4
( ) 5. By providing interpreters.....	(69(____-1	____-2	____-3	____-4
6. By doing something else (SPECIFY): _____	(70(____-1	____-2	____-3	____-4

ASK Q.12b IF ANY "YES" IN Q.12a. SKIP OTHERS TO Q.13

12b. Did any of these help you, or not?

Yes.....(71(____-1
No.....____-2
Not sure.....____-3

13. What else (can/could) the school (do/have done) to help you understand your classwork better?

_____(72-73)

_____

Nothing.....(74(____-1
Not sure.....____-2

14. Have you ever felt embarrassed about getting special help in your school, or not?

Yes.....(75(____-1
No.....____-2
Not sure.....____-3

15a. Everybody gets teased sometimes at school. (Do/Did) students tease you more than others, or not?

Yes.....(76(____-1 } (ASK Q.15b)
Sometimes (vol.).....____-2 }

No.....____-3 } (SKIP TO Q.16)
Not sure.....____-4 }

15b. What (are/were) you teased about? PROBE FOR 1 CLEAR THOUGHT

_____(77-78)

_____

_____

Not sure.....(79(____-1

15c. (Would/Did) you want the school to help you with this, or not?

Yes.....(80(____-1
No.....____-2
Not sure.....____-3

16. (Is/Did) the school (helping/help) (READ EACH ITEM) or not?

ROTATE -- START AT "X"	Helping	Not Helping	Not Sure
( ) 1. To prepare you to live on your own.....(2*10(	____-1	____-2	____-3
( ) 2. To prepare you to get a job.....(11(	____-1	____-2	____-3
( ) 3. To prepare you to go to college or trade school to learn a specific skill.....(12(	____-1	____-2	____-3
( ) 4. You to get along with others.....(13(	____-1	____-2	____-3

17a. Did you ever meet with your teachers and parents together to plan for your education or not?

Yes.....(14(____-1 (ASK Q.17b)

No.....____-2 } (SKIP TO Q.18)
Not sure.....____-3 }

17b. Did you get a chance to speak or contribute at the meeting or not?

Yes.....(15(____-1
No.....____-2
Not sure.....____-3

18. Compared to other students, (are/were) your opportunities to participate fully in school activities the same, better, or worse?

Same.....(16(____-1
Better.....____-2
Worse.....____-3
Not sure.....____-4

ASK Q.19a FOR THOSE 17 AND OVER. SKIP OTHERS TO Q.20. ASK ACROSS

19a. (Do/Did) you get to see guidance counselors for (READ EACH ITEM), or not?

FOR EACH "YES" IN Q.19a, ASK

19b. And, how useful do you consider the guidance counselor's advice in this area -- very useful, somewhat useful, not very useful, or not at all useful?

ROTATE -- START AT "X"	Q.19a Access			Q.19b Useful				
	Yes	No	Not Sure	Very Useful	Somewhat Useful	Not Very Useful	Not At All Useful	Not Sure
( ) 1. Planning for a job or a career.....	(17(___-1	___-2	___-3	(20(___-1	___-2	___-3	___-4	___-5
( ) 2. Planning for job training.....	(18(___-1	___-2	___-3	(21(___-1	___-2	___-3	___-4	___-5
( ) 3. Selection for future education.....	(19(___-1	___-2	___-3	(22(___-1	___-2	___-3	___-4	___-5

20. We're coming to the end of our interview. What one or two things could your school (do/have done) to help improve your education?

_____(23-24)

_____(25-26)

_____

None (vol.)....(27(___-1
Not sure.....___-2

ASK EVERYONE

21. Which of the following categories best describes your current employment situation: are you (READ LIST)? SINGLE RECORD

a. A full-time student.....(28(____-1 (ASK Q.22)

b. Working full-time for an employer.....(29(____-1 } (SKIP TO Q.23)
c. Working part-time for an employer.....(30(____-1 }
d. In a special workshop.....(31(____-1 }

e. Unemployed but looking for work.....(32(____-1 } (SKIP TO Q.26a)
f. Unemployed and not looking for work.....(33(____-1 }

g. Completely unable to work because of handicap or health problem.....(34(____-1 (END INTERVIEW)

h. Keeping house.....(35(____-1 }
i. A trainee in a vocational rehabilitation program.(36(____-1 }
j. Doing full- or part-time volunteer service.....(37(____-1 } (SKIP TO Q.26a)
Refused.....____-2 }
Not sure/don't know.....____-3 }
No answer/interviewer error.....____-4 }

THOSE IN SCHOOL, ASK

22. What kind of job do you want once you are out of school?

_____(38-39) }
_____ } (END INTERVIEW)
_____ }

Not sure.....(40(____-1

Well, that's the last question. Thank you so much for your help.

Time Ended:_____A.M./P.M.

23. What kind of job do you have? (What is your job title?)

_____(41-42)

_____

_____

Not sure.....(43(____-1

24. Did you get your job through (READ LIST)? SINGLE RECORD

ROTATE -- START AT "X"

( ) a. The school.....(44(____-1

- OR -

( ) b. Family or friends.....____-2

- OR -

( ) c. Vocational rehabilitation agency.....____-3

- OR -

( ) d. Employment agency.....____-4

Other (Vol.).....____-5

25. Do you feel your job requires you to use your full talents or abilities, some of your talents or abilities, only a small amount of your talents or abilities, or practically none of them at all?

Requires full talents and abilities...(45(____-1
Some talents and abilities.....____-2
Only a small amount.....____-3
Practically none at all.....____-4
Not sure.....____-5
} (SKIP TO Q.26b)

26a. Would you be interested in working full-time or part-time?

Full-time.....(46(____-1
Part-time.....____-2
Not sure.....____-3

26b. What kind of career or job would you like in the future?

_____(47-48)

_____

_____

Not sure.....(49(____-1
50-80Z

Well, that's the last question. Thank you so much for your help.

Time Ended:_____A.M./P.M.

LOUIS HARRIS AND ASSOCIATES, INC.
630 Fifth Avenue
New York, New York 10111

/ FOR OFFICE USE ONLY:
/
/ Questionnaire No.:_____
/
/ 5-6-7-8

Study No. 874009-E

October 1, 1987

Sample Point No./ / / / / / / / / / /
10-11-12-13-14-15-16-17-18

Time Started:_____A.M./P.M.

Interviewer:_____ I.D. No.:_____ Date:_____

Area Code:_____ Telephone No.:_____
(19-28)

Hello, I'm _____ from Louis Harris and Associates, the national polling organization in New York. We're doing a nationwide survey about the education of children with disabilities or handicaps or serious health problems who are receiving special education services. [We contacted you recently and asked you if you would participate in this study.] By "handicapped," we mean to include children with learning disabilities, speech impairments, emotional disturbances, mental retardation, deaf and hard of hearing, physical impairments, visual handicaps, and serious chronic health impairments. We would like to begin by asking you a few questions.

The survey is strictly confidential; your answers will not be shared with anyone, and the results of this study will be reported as anonymous statistics only.

FROM OBSERVATION: RESPONDENT SEX

Male.....(29(____-1
Female.....____-2

1. For about how many years, in total have you worked in education?

/__/__/ Years in education (30-31) (< 1 year = 1 year)

Not sure.....(32(____-1

2. And how many of these years, if any, have you worked in special education?

/__/__/ Years in special education (33-34) (< 1 year = 1 year)

Not sure.....(35(____-1

3. For how many years, if any, have you worked as a regular teacher?

/__/__/ Years as regular teacher (36-37) (< 1 year = 1 year)

Not sure.....(38(____-1

4. And how many years, if any, have you worked as an administrator?

/__/__/ Years as an administrator (39-40)

Not sure.....(41(____-1

5. Do you deal mainly with the elementary, junior high, or high school level?
SINGLE RECORD

Elementary (K-6).....(42(____-1
Junior high (middle, intermediate)...____-2
High school (9-12 or 10-12).....____-3
All of them.....____-4
Not sure.....____-5

6. Have you had any training in special education, or not?

Yes.....(43(____-1 (ASK Q.7a)

No.....____-2
Not sure.....____-3 } (SKIP TO Q.8)

7a. Was that categorical (disability-specific) or non-categorical training?

Categorical.....(44(____-1 (ASK Q.7b)

Non-categorical.....____-2 } (SKIP TO Q.8)
Not sure/refused.....____-3 }

7b. What kind of categorical (disability-specific) training was it? (IF NECESSARY, EXPLAIN: What disability category were you trained in?)

_____(45-46)

_____(47-48)

_____(49-50)

Not sure.....(51(____-1

ALL TEACHERS, ASK Q.8. SKIP PRINCIPALS AND DIRECTORS TO Q.11.

8. How many students do you have in a typical class?

Students /__/__/
(52-53)

Not sure.....(54(____-1

9. How many of these are handicapped?

Handicapped /__/__/
(55-56)

Not sure.....(57(____-1

ASK REGULAR TEACHERS WHO HAVE 1 OR MORE HANDICAPPED STUDENTS IN Q.9. OTHERS SKIP TO Q.11:

10. Did you know you would be working with children who have handicaps before the school year started, or not?

Yes.....(58(____-1
No.....____-2
Not sure.....____-3

ASK EVERYBODY

11. Are there children in your (classroom/school/school district) that are not yet identified as handicapped, or not receiving services, or aren't there?

Yes.....(59(____-1
No.....____-2
Not sure.....____-3

12. All in all, how satisfied are you with how the schools and the special education system are meeting the needs of children with handicaps? Would you say you are very satisfied, somewhat satisfied, somewhat dissatisfied, or very dissatisfied?

Very satisfied.....(60(____-1
Somewhat satisfied.....____-2
Somewhat dissatisfied.....____-3
Very dissatisfied.....____-4
Not sure.....____-5

13. Would you say that the education that children with handicapping conditions receive in school is better today or worse today than (READ EACH ITEM)?

	Better Today	Worse Today	Same (Vol.)	Not Sure
a. 3 years ago.....(61(	____-1	____-2	____-3	____-4
b. 12 years ago.....(62(	____-1	____-2	____-3	____-4

14. Now, I am going to read you aspects of the school system that can be judged in regard to students with handicaps. For each, please tell me whether you would rate your (school/schools) excellent, good, fair, or poor.
READ LIST (P*)

ROTATE -- START AT "X"	Excellent	Good	Fair	Poor	Not Sure	Not Applicable (Vol.)
( ) a. Accessibility of the school's physical facilities for handicapped students -- entering or within the school.....(63(	___-1	___-2	___-3	___-4	___-5	___-6
( ) b. The success of the school(s) in preparing handicapped students for education beyond high school.....(64(	___-1	___-2	___-3	___-4	___-5	___-6
( ) c. The success of the school(s) in preparing handicapped students for jobs after high school.....(65(	___-1	___-2	___-3	___-4	___-5	___-6
( ) d. Availability of programs for gifted and talented children with handicaps.(66(	___-1	___-2	___-3	___-4	___-5	___-6
( ) e. The attitudes of teachers and principals toward parents of children with handicaps.....(67(	___-1	___-2	___-3	___-4	___-5	___-6
( ) f. The school system's effort to include children with and without handicaps together in school activities.....(68(	___-1	___-2	___-3	___-4	___-5	___-6
( ) g. The degree to which most handicapped students seem motivated to learn.....(69(	___-1	___-2	___-3	___-4	___-5	___-6
( ) h. Preparing handicapped students to use community resources, such as transportation.....(70(	___-1	___-2	___-3	___-4	___-5	___-6

INTERVIEWER: REPEAT STEM

15. Compared with non-handicapped students, how successful is your (school/school district) in preparing students with handicaps to leave school (READ EACH ITEM) -- does it have the same success, more success, or less success with handicapped students?

ROTATE -- START AT "X"	Same Success	More Success	Less Success	Not Sure	Not Applicable (Vol.)
( ) a. With the skills and knowledge all children need for social interaction..(71(	____-1	____-2	____-3	____-4	____-5
( ) b. With the skills and knowledge to enter higher education or training beyond high school?.....(72(	____-1	____-2	____-3	____-4	____-5
( ) c. With the skills and knowledge needed for obtaining employment?.....(73(	____-1	____-2	____-3	____-4	____-5

16a. Under the law, handicapped children are supposed to be integrated with non-handicapped children to the maximum extent "appropriate". This is sometimes known as "mainstreaming". Over the <u>past several years</u>, would you say that <u>most</u> of the handicapped children in your school/school district have been integrated completely, a great deal, somewhat, or hardly at all?

Completely.....(74(____-1
A great deal.....____-2
Somewhat.....____-3
Hardly at all.....____-4
Varies with each child (vol.).....____-5
Not sure.....____-6

16b. Overall, how helpful has mainstreaming or integration been for your students with handicaps -- very helpful, somewhat helpful, not too helpful, or not helpful at all?

Very helpful.....(75(____-1
Somewhat helpful.....____-2
Not too helpful.....____-3
Not helpful at all.....____-4
Not applicable.....____-5
Not sure.....____-6

17. How good has mainstreaming or integration been for your handicapped students' (READ EACH ITEM) -- very good, somewhat good, not too good, or not good at all?

ROTATE -- START AT "X"	Very Good	Somewhat Good	Not Too Good	Not Good At All	Not Sure
( ) a. Self-esteem.....(76(	____-1	____-2	____-3	____-4	____-5
( ) b. Social skills.....(77(	____-1	____-2	____-3	____-4	____-5
( ) c. Educational performance.....(78(	____-1	____-2	____-3	____-4	____-5

/79-80Z/

18. Have you seen effects on children <u>without</u> handicaps as a result of the fact that children with handicaps are maintreamed? What are these effects?

_____2*(10-11)

_____(12-13)

_____(14-15)

None.....(16(____-1
Not sure.....____-2

19. Do you think that the education of students with handicaps in your (school/school district) is equal, better, or worse than that for students without handicaps, in terms of (READ EACH ITEM)?

	Equal	Better	Worse	Not Applicable (Vol.)	Not Sure
a. The quality of academic subject matter.....(17(	____-1	____-2	____-3	____-4	____-5
b. The quality of non-academic subjects, such as physical education, music, and art.....(18(	____-1	____-2	____-3	____-4	____-5
c. Encouraging achievement.....(19(	____-1	____-2	____-3	____-4	____-5
d. The use the school makes of standardized achievement tests.....(20(	____-1	____-2	____-3	____-4	____-5

20. Has your (school/school district) (READ EACH ITEM), or not?

(NOTE: RESPONDENT MAY ASK WHETHER QUESTION REFERS TO THEIR LOCATION OR THE WHOLE SCHOOL. TELL THEM TO ANSWER FOR THE LOCATIONS THEY FEEL QUALIFIED TO SPEAK ABOUT.)

DO NOT ROTATE	Have	Have Not	Not Applicable (vol.)	Not Sure	Refused
a. Removed architectural barriers or changed furniture to give handicapped students full access, or not (21)	____-1	____-2	____-3	____-4	____-5
b. Purchased any special equipment to help handicapped students, or not (22)	____-1	____-2	____-3	____-4	____-5
c. Provided readers or interpreters to help blind or speech- and hearing-impaired students, or not (23)	____-1	____-2	____-3	____-4	____-5
d. Provided aides for students to help with personal care needs while at school (24)	____-1	____-2	____-3	____-4	____-5
e. Adapted or modified its teaching procedures to make the subject matter accessible to handicapped students (25)	____-1	____-2	____-3	____-4	____-5
f. Adapted or modified its testing procedures (26)	____-1	____-2	____-3	____-4	____-5

21. Compared with non-handicapped students, do children with handicaps in your (school/school district) have the same opportunities, more opportunities, or fewer opportunities for (READ EACH ITEM)?

ROTATE -- START AT "X"	Same Opportunity	More Opportunities	Fewer Opportunities	Not Applicable (Vol.)	Not Sure
( ) a. Summer jobs and after-school jobs (27)	____-1	____-2	____-3	____-4	____-5
( ) b. Work-study programs (28)	____-1	____-2	____-3	____-4	____-5
( ) c. Extracurricular activities and after school clubs and activities (29)	____-1	____-2	____-3	____-4	____-5
( ) d. Vocational education (30)	____-1	____-2	____-3	____-4	____-5
( ) e. Physical education (31)	____-1	____-2	____-3	____-4	____-5

ALL TEACHERS ASK Q.22. PRINCIPAL & DIRECTORS SKIP TO Q.23

22. Have you had any in-service training to help you teach children with handicaps, or not?

Yes.....(32(____-1
No.....____-2
Not sure.....____-3

ASK EVERYONE

23. How often have handicapped students in your (school/school district) generally made friends with other children in school? Would you say often, sometimes, rarely, or never?

Often.....(33(____-1
Sometimes.....____-2
Rarely.....____-3

Never.....____-4
Not sure.....____-5

24. Compared to students without handicaps, are students with handicaps teased or ridiculed by other children in school more, the same, or less?

More.....(34(____-1 (ASK Q.25)

The same.....____-2
Less.....____-3 (SKIP TO Q.26)
Not sure/ no knowledge...____-4

25. And does your (school/school district) have a policy of intervening, or not?

Yes, has.....(35(____-1
No, does not have.....____-2
Not aware if has policy.....____-3
Not sure.....____-4

26. How helpful do you think (READ EACH ITEM) would be in improving handicapped students' education -- very helpful, somewhat helpful, not very helpful, or not helpful at all?

ROTATE -- START AT "X"	Very Helpful	Somewhat Helpful	Not Very Helpful	Not Helpful At All	Not Applicable	Not Sure
( ) a. More mainstreaming and integration.....(36(	____-1	____-2	____-3	____-4	____-5	____-6
( ) b. Disability awareness training for regular teachers and school officials.....(37(	____-1	____-2	____-3	____-4	____-5	____-6
( ) c. Organized parent support groups.(38(	____-1	____-2	____-3	____-4	____-5	____-6
( ) d. A longer school year for handicapped children.....(39(	____-1	____-2	____-3	____-4	____-5	____-6
( ) e. Less mainstreaming with more specialized teachers and facilities.....(40(	____-1	____-2	____-3	____-4	____-5	____-6
( ) f. Improved vocational programs....(41(	____-1	____-2	____-3	____-4	____-5	____-6
( ) g. Information and referral centers for parents outside the school..(42(	____-1	____-2	____-3	____-4	____-5	____-6
( ) h. Increased coordination between special education teachers and regular teachers.....(43(	____-1	____-2	____-3	____-4	____-5	____-6
( ) i. Improved preparation for higher education.....(44(	____-1	____-2	____-3	____-4	____-5	____-6
( ) j. Early intervention by pre-school programs.....(45(	____-1	____-2	____-3	____-4	____-5	____-6

27. In your opinion, what should be the one or two top priorities for improving special education in your (school/school district)?

_____(46-47)

_____(48-49)

_____

Not sure.....(50(____-1

This next section looks at the Individualized Education Program or I.E.P. -- ideally a plan of educational services tailored to each child's specific needs.

28. Do you feel that the objectives of handicapped children's I.E.P.s are being properly carried out in your school(s), or not?

Yes, carried out.....(51(____-1
No, not carried out.....____-2
Not sure.....____-3

29. And, do you see a continuity of service in the I.E.P. process, or is information written with no reference to a child's progress from year to year?

Continuity.....(52(____-1
No reference year to year.....____-2
Not sure.....____-3

ASK EVERYBODY

30. How effectively does a child's I.E.P. planning committee monitor his/her education and progress -- very effectively, somewhat effectively, not so effectively, or not effectively at all?

Very effectively.....(53(____-1
Somewhat effectively.....____-2
Not so effectively.....____-3
Not effectively at all.....____-4
Not applicable.....____-5
Not sure.....____-6

31. How confident do you feel about your ability to make educational decisions concerning special education students -- very confident, somewhat confident, not too confident, or not at all confident?

Very confident.....(54(____-1
Somewhat confident.....____-2
Not too confident.....____-3
Not at all confident.....____-4
Not sure/refused.....____-5

32. I am going to mention a series of possible problems with the quality of education. Please tell me how much of a problem they present for the children with handicaps in your (school/school district). Do you consider (READ EACH ITEM) to be a major problem, a minor problem, or no problem at all?

ROTATE -- START AT "X"	Major Problem	Minor Problem	No Problem At All	Not Applicable (Vol.)	Not Sure
( ) a. Lack of funds for special education in your (school/school district).....(55	____-1	____-2	____-3	____-4	____-5
( ) b. Lack of teacher expertise or training regarding children with handicaps.....(56	____-1	____-2	____-3	____-4	____-5
( ) c. Lack of enough individual attention.....(57	____-1	____-2	____-3	____-4	____-5
( ) d. Lack of leadership by school principal(s) in promoting the equal education of handicapped children.....(58	____-1	____-2	____-3	____-4	____-5
( ) e. Relationship between special education teachers and regular teachers.....(59	____-1	____-2	____-3	____-4	____-5
( ) f. Lack of adaptations and related services to meet the needs of children with handicaps.....(60	____-1	____-2	____-3	____-4	____-5
( ) g. Placement of handicapped children in inappropriate classroom settings.....(61	____-1	____-2	____-3	____-4	____-5
( ) h. Lack of communication between the I.E.P. committee and classroom teachers.....(62	____-1	____-2	____-3	____-4	____-5

DIRECTORS, ASK Q.33. SKIP OTHERS TO Q.34.

33. Have you or your school district been the target of a Public Law 94-142 lawsuit?

Yes.....(63(____-1

No.....____-2
Not sure/refused.....____-3

ASK EVERYBODY

34. How would you rate the planning and support offered by educators for students with handicapping conditions during major transitions, such as from elementary to junior high, or junior high to high school -- very effective, somewhat effective, somewhat ineffective, or very ineffective?

Very effective.....(64(____-1
Somewhat effective.....____-2
Somewhat ineffective.....____-3
Very ineffective.....____-4
None, not done (vol.).....____-5
Not applicable.....____-6
Not sure.....____-7

IF ELEMENTARY TEACHER/PRINCIPAL, SKIP TO Q.42. ALL OTHERS, ASK Q.35.

35. What does your school system provide when children complete their special education program? MULTIPLE RECORD -- READ LIST

Modified diploma.....(65(____-1
Certificate of attendance or completion.(66(____-1
Regular high school diploma.....(67(____-1
Adult high school diploma.....(68(____-1
Other (SPECIFY):

_____..(69(____-1
Not applicable.....(70(____-1
Not sure.....____-2

36. At what point in your (school/school district), does vocational or other post-secondary planning begin for students with handicaps? Would you say: junior high, beginning of high school, end of high school, on graduation, or no planning?

Junior high.....(71(____-1
Beginning of high school.....____-2
End of high school.....____-3
On graduation.....____-4
No planning.....____-5
Other (SPECIFY):

_____..____-6

Not sure.....____-7

37a. How would you rate the planning and support offered by educators for students with handicaps during other major transitions, such as from school to work -- very effective, somewhat effective, somewhat ineffective, or very ineffective?

Very effective.....(72(____-1
Somewhat effective.....____-2
Somewhat ineffective.....____-3
Very ineffective.....____-4
None, not done (vol.).....____-5
Not applicable.....____-6
Not sure.....____-7

37b. Does the transition planning include (READ EACH ITEM), or not?

	Yes	No	Not Applicable (Vol.)	Not Sure
1. Job counseling and placement.....(73(	____-1	____-2	____-3	____-4
2. Contact with the state vocational rehabilitation agency.....(74(	____-1	____-2	____-3	____-4
3. Preparation for further education in college, technical, or trade school.....(75(	____-1	____-2	____-3	____-4
4. Sheltered workshop placement.....(76(	____-1	____-2	____-3	____-4

38. Compared with non-handicapped children, do children with handicaps in your (school/school district) have better, the same, or worse access to guidance counselors?

Better access.....(77(____-1
Same.....____-2
Worse access.....____-3
Not sure.....____-4

39. And, how useful do you consider the guidance counselor's advice in career planning and selection of future educational and vocational sites -- very useful, somewhat useful, not too useful, not at all useful?

Very useful.....(78(____-1
Somewhat useful.....____-2
Not too useful.....____-3
Not at all useful.....____-4
Not sure.....____-5

/79-80Z/

40. Do you think your (school/school district) should make a greater effort than it now makes to provide (READ EACH ITEM) for handicapped children, or is it doing enough now?

41. In the next 3 years, how likely is it that your (school/school district) actually will make greater efforts to improve (READ EACH ITEM) -- is it very likely, somewhat likely, not too likely, or not likely at all?

DO NOT ROTATE	Q.40 Yes, Should Do More	Q.40 Doing Enough Now	Q.40 Not Sure	Q.41 Very Likely	Q.41 Somewhat Likely	Q.41 Not Too Likely	Q.41 Not Likely At All	Q.41 Not Sure
1. Vocational preparation.....	3*(10(____-1	____-2	____-3	(13(____-1	____-2	____-3	____-4	____-5
2. Job placement.....	(11(____-1	____-2	____-3	(14(____-1	____-2	____-3	____-4	____-5
3. College placement...	(12(____-1	____-2	____-3	(15(____-1	____-2	____-3	____-4	____-5

ASK EVERYONE

42. How much background in special education do you think you need in order to make appropriate decisions about handicapped children -- more, less, or about the same as you have now?

More.....(16(____-1
Less.....____-2
About the same.....____-3
Not sure.....____-4

ASK EVERYONE

And, now, just a few more questions for statistical purposes.

F1. Is the area where your (school/school district) is located considered inner city, urban, suburban, small town, or rural?

Inner city.....(17(____-1
Urban.....____-2
Suburban.....____-3
Small town.....____-4
Rural.....____-5
Not sure.....____-6

F2. For purposes of receiving state school aid, is your school district considered to be of above average wealth, average wealth, or below average wealth?

Above average wealth....(18(____-1
Average wealth.....____-2
Below average wealth.....____-3
Not sure.....____-4

F3. What is the approximate size of your school district? DO NOT READ LIST

1-2,499 students.....(19(____-1
2,500-9,999 students.....____-2
10,000 + students.....____-3
Not sure.....____-4

F4. What percent of the students in your district are in special education programs?

/__/__/ %
(20-21)

Not sure.....(22(____-1

F5. How old are you? IF HESITANT, READ LIST

18 to 20.....(23(____-1
21 to 24.....____-2
25 to 29.....____-3
30 to 34.....____-4
35 to 39.....____-5
40 to 44.....____-6
45 to 49.....____-7
50 to 64.....____-8
65 to 74.....____-9
75 and over.....____-0
Not sure.....____-x

F6. What was the last grade or level of school that you yourself completed?
READ LIST IF NECESSARY

Some college.....(24(____-1
Two-year college graduate.....____-2
Four-year college graduate.....____-3
Some graduate credits.....____-4
Master's completed.....____-5
Credits beyond master's.....____-6
Ph.D. completed.....____-7
Not sure.....____-8

F7. Are you the parent of a handicapped child or have you had experience in your family with a handicapped child, or not?

Yes.....(25(____-1
No.....____-2
Not sure.....____-3

/26-80Z/

That ends the interview. Thank you very much for your cooperation!

TIME ENDED:_____A.M./P.M.

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